REPORT RESUMES

ED 016 026 VT 000 690

LAW ENFORCEMENT OFFICER TRAINING, BASIC COURSE, UNIT I,
INSTRUCTOR'S MANUAL.

BY- REESE, ROBERT M. STOVER, WILBUR F.
OHIO STATE DEPT. OF EDUCATION, COLUMBUS
OHIO TRADE AND INDUSTRIAL EDUCATION SER., COLUMBUS

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DESCRIPTORS- *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *POLICE, *LAW ENFORCEMENT, ADULT VOCATIONAL EDUCATION,

INSTRUCTORS MAY USE THIS MANUAL IN CONDUCTING A LAW ENFORCEMENT TRAINING PROGRAM FOR INSERVICE LAW ENFORCEMENT OFFICERS AND RECRUITS. IT WAS DEVELOPED BY A STATEWIDE COMMITTEE OF STATE LAW ENFORCEMENT CONSULTANTS, SPECIALISTS, AND AN ADVISORY COMMITTE AND WAS TESTED BY A SUBJECT-MATTER SPECIALIST IN A PILOT-CLASS STUDY. THE TRAINING PROGRAM IS DESIGNED TO PROVIDE LAW ENFORCEMENT OFFICERS WITH A BETTER UNDERSTANDING OF THE MANY PROBLEMS INVOLVED IN PROVIDING GOOD LAW ENFORCEMENT SERVICES. THIS MANUAL CONTAINS THE TRAINING PROCEDURES WHICH MAKE UP THE LEARNER'S MANUAL (VT 000 689) AND THE TEACHING GUIDES FOR EACH OF THE TRAINING PROCEDURES. TIME ALLOCATIONS FOR EACH TRAINING PROCEDURE AND INFORMATION FOR INTRODUCING AND PRESENTING EACH OUTLINED LESSON ARE GIVEN. THE FOUR-STEP INSTRUCTION METHOD OF PREPARATION, PRESENTATION, APPLICATION OR TRYOUT, AND CHECKING OR FOLLOWUP IS SUGGESTED FOR UNITS WHICH REQUIRE STUDENT PARTICIPATION. SOME OF THE 13 UNITS ARE (1) PATROLLING ON FOOT DURING DAY OR NIGHT, (2) HANDLING MISDEMEANORS WITNESSED BY OFFICER, (3) HANDLING TRAFFIC ACCIDENTS, (4) TESTIFYING IN COURT, AND (5) SHOOTING A REVOLVER. THE INSTRUCTOR MUST BE A SELECTED AND TRAINED POLICE OFFICER. THE DOCUMENT IS ILLUSTRATED WITH LINE DRAWINGS AND PHOTOGRAPHS. SUPPLEMENTARY MATERIALS INCLUDE TEACHING SUGGESTIONS, AN ATTENDANCE RECORD, AND 27 APPENDIXES WITH ITEMS SUCH AS THE BILL OF RIGHTS, CANONS OF POLICE ETHICS, AND EXAMPLES OF REPORT FORMS. A LEARNER'S MANUAL (VT 000 692) AND AN INSTRUCTOR'S MANUAL (VT 000 693) ARE AVAILABLE. THIS DOCUMENT IS AVAILABLE FOR $3.25 FROM OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE, INSTRUCTIONAL MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 1885 NEIL AVENUE, COLUMBUS, OHIO 43210. (HC)

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LAW ENFORCEMENT OFFICER TRAINING

BASIC COURSE - UNIT I

DUTY
SKILL
KNOWLEDGE

Instructor's Manual

OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE

DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

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LAW ENFORCEMENT OFFICER TRAINING

BASIC COURSE - UNIT I

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Instructor's Manual

OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE

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STATE DEPARTMENT OF EDUCATION
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TO: The ERIC Clearinghouse on Vocational and Technical Education
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DATE: October 2, 1967

RE: (Author, Title, Publisher, Date) Law Enforcement Officer's Training Basic Unit I, Instructor's Manual, Ohio Trade & Industrial Education Service. Instructional Materials Laboratory. Columbus, Ohio 43210 Copyright 1963

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Preface

The State Department of Education has been instrumental in providing training in skilled and technical occupations to the citizens of Ohio since 1918, through the Trade and Industrial Education Services, Division of Vocational Education.

Training in trade and industrial education enables individuals, both male and female, to prepare for initial employment in a trade, technical or service occupation. In addition, it enables employed workers to upgrade themselves and advance in their chosen occupations, and retrains those who are temporarily unemployed.

In the adult category, special emphasis is placed on training for public service personnel, such as fire fighters, rescue and emergency personnel, school bus drivers, custodians, hospital housekeepers, electric linemen and law enforcement officers. The purpose of this training is to upgrade the services rendered to the citizens of a community by improving and providing additional skills and/or knowledge, thereby resulting in more efficient and effective services.

The cost of crime and traffic accidents, including the human suffering resulting therefrom, is an enormous waste of every community's resources. A well trained and efficient law enforcement officer is probably the most effective means of reducing this human toll and suffering.

The Law Enforcement Training Program of the Vocational Trade and Industrial Education Services in Ohio is intended to provide training to officially designated law enforcement agencies. The purpose of this manual is to supplement this organized training program planned to provide the law enforcement officer with the skills and technical knowledge essential in carrying out his duties. It outlines methods of effective operation which will enable each officer to recognize the importance of his position within the law enforcement agency and to stimulate the officer in performing his service with pride.

The Law Enforcement Officers Training Program and this publication are provided through the cooperative efforts of the Trade and Industrial Education Services, Vocational Division, State Department of Education; College of Education, The Ohio State University; and the public schools of Ohio.

E. E. Holt, Superintendent of
Public Instruction

Byrl R. Shoemaker
Director of Vocational Education

Foreword

The Law Enforcement Officers Training Program was developed by the Trade and Industrial Education Services, Division of Vocational Education, to meet the needs expressed by the Buckeye State Sheriffs' Association and the Ohio Association of Chiefs of Police, for an effective training program.

This training program is designed to provide law enforcement officers with a better understanding of the many problems involved in providing good law enforcement services. It presents practices which have been used successfully in organized training programs in various sections of the country.

In former years, law enforcement services were primarily concerned with enforcing a few state and local laws, controlling a comparatively small number of vehicles, and effecting the arrest of local violators. New officers were often placed on duty without receiving adequate training, necessary supplies and equipment. This frequently resulted in ineffective law enforcement services. Fortunately today, ineffective practices are not as prevalent as they once were. The recent increase in the number and variety of laws, increase of ownership and use of vehicles, the growth of urban areas, and the demands of a better educated public has led Ohio to recognize the need for training in the knowledge, skills and services of a specialized nature. The Ohio Law Enforcement Officers' Training Program should help communities provide more effective and efficient law enforcement services.

The objectives of this training program sponsored by the Trade and Industrial Education Services are as follows:

1. To determine local, county, regional and state needs and to implement a program to adequately meet these needs on a continuing basis.

2. To improve the competencies and skills of local law enforcement personnel.

The state supervisor and the law enforcement training staff within the Trade and Industrial Education Services utilized a State Law Enforcement Advisory Committee in order to determine the previously mentioned objectives; the principles and policies for the law enforcement training program; and the manner in which it is conducted in Ohio. This advisory committee is composed of representatives from The Buckeye State Sheriffs' Association and The Ohio Association of Chiefs of Police, Incorporated.

A comprehensive training program for law enforcement officers is being implemented. The following types of training are now available:

- Basic Training
- Advanced Training
- Regional Law Enforcement Institutes'
- State Law Enforcement Institute
- Arson Investigation

Officer Leadership Training:

- Instructor Training
- Conference Leadership
- Effective Speaking
- Human Relations
- Job Methods

The intent of this manual is to provide the necessary instructional material, which will serve as an up-to-date and comprehensive source of information, covering the practices and techniques of the procedures included in the Basic Course - Unit I. Instructional materials of this type are the key to conducting an effective and efficient training program.

It is our sincere desire that law enforcement officers throughout the state will realize the ultimate benefits to be gained in the organized state training programs utilizing this manual and its procedures.

Harry Davis, Supervisor
Trade Industrial Education Services

Acknowledgments

The Trade and Industrial Education Services acknowledges the cooperation and contributions made by the various persons in devoting their time, and giving advice and council in the development of this manual.

Special acknowledgment is extended to the members of the State Advisory Committee for Law Enforcement Training, and to the two statewide organizations which they represent, for their encouragement and assistance in the development of this material and the overall training program. Members representing the two organizations and consultants to the committee are as follows:

The Ohio Association of Chiefs of Police
    Fred Engelman, Chief of Police, Reading, Ohio
    John R. Shryock, Chief of Police, Kettering, Ohio
    Wayne Ethell, Chief of Police, Findlay, Ohio

The Buckeye State Sheriff's Association
    Mary F. Ross, Executive Director, Columbus, Ohio
    Doug Ziegler, Sheriff, Defiance County, Ohio

Consultants to the committee
    Harry Davis, Supervisor, Trade and Industrial Education Services, State Department of Education, Columbus, Ohio
    Dr. Robert M. Reese, Director, Trade and Industrial Education, The Ohio State University, Columbus, Ohio
    Dr. Byrl R. Shoemaker, Director, Division of Vocational Education, State Department of Education, Columbus, Ohio

Acknowledgment is extended to the various associations and companies who granted permission for use of certain of their materials, as acknowledged by courtesy lines in the Appendix.

Acknowledgment is also extended to Robert S. Takacs, Consultant, and Harry L. Smith, Specialist, Law Enforcement Training staff, Trade and Industrial Education Services, for the development of the content and to Dr. Robert M. Reese and William F. Stover, Consultant, Instructional Materials Laboratory, The Ohio State University, for developing the format and editing the content of the material.

Special mention is extended to the staff of the Instructional Materials Laboratory for their efforts in the composition and production of this manual.

To The Instructor

This Law Enforcement Officer Training, Basic Course-Unit I is contained in two publications, namely, the Learner's Manual and the Instructor's Manual.

This Instructor's Manual contains the training procedures which make up the Learner's Manual, and in addition the teaching guides for each of the training procedures. In this manual the training procedures are contained on the left side pages (even numbered pages) throughout the manual and the teaching guides on the right side pages (odd numbered pages). Therefore, this publication contains both the learner and instructor material. The teaching guides have been developed to serve as a teaching plan and to provide additional ideas and methods for you in instructing the course. They will be an indispensable aid to the new instructor and of great help to the experienced instructor in guiding the instruction.

THE STARTING POINT

The training procedures, contained in the Basic Course-Unit I, are very basic and fundamental. Therefore, all of the procedures must be covered completely in this first course. Only in this way, with the complete coverage of these training procedures, can your instruction result in maximum value and benefit to the learner.

PROPER PREPARATION

In teaching the content of each training procedure the "Four Step Method" of Instruction, as taught to you in the instructor training course, should be utilized. As pointed out in each teaching guide under the heading of Presenting the Lesson, you are reminded as follows: "In presenting each teaching unit in a procedure which requires student participation, follow the Four Step Method, namely: Preparation Step; Presentation Step; Application or Tryout Step; and Checking and Follow Up Step (as illustrated on page xii of this manual). Utilizing this method of instruction will result in the best possible teaching.

In group instruction it is recommended that you give consideration to the following:

- The instructor should provide the necessary materials, equipment, and supplies.
- Introduce the lesson (Step I) in an interesting and inspiring manner.

- Present the lesson (Step II) utilizing the teaching aids as listed in each teaching guide, and any others; such as, movies, charts, models, cutaways, and etc., which will assist in effectively teaching the content. Each instructor is encouraged to develop teaching aids for their instructional use.

- Have learners perform and practice (Step III) each procedure immediately after each demonstration, as indicated in the teaching guide.

- Check and follow up (Step IV) each participant as he performs the procedure taught.

THE CLASS SESSION

The class session should run smoothly and follow a definite, pre-arranged pattern or plan. The following method has proven quite successful:

- ▶ Take attendance and make announcements.

- ▶ Introduce and present the lesson from the Instructor's Manual. Follow the step-by-step procedure to insure complete coverage of all key points.

- ▶ Have learners participate by practicing those steps or skills indicated in the teaching guide. Caution: Do not devote excessive time to this, so that sufficient time is available for presenting balance of lesson.

- ▶ Answer learner's questions and discuss items not clearly understood.

- ▶ Announce topic for next class session and make assignments, as appropriate, including any necessary materials or equipment the learners are to bring to class.

KEY FOR USING THE INSTRUCTOR' S MANUAL

The teaching Guide portion of this Instructor's Manual is keyed for your convenience and to readily assist your instruction. In addition to the information given and the suggestions for its presentation, space has been provided in the right margin of each Teaching Guide for you to "pencil in" notes. Such notes will assist you immeasurably in elaborating and adding clarifying information of your own. The keying of the Teaching Guides are as follows:

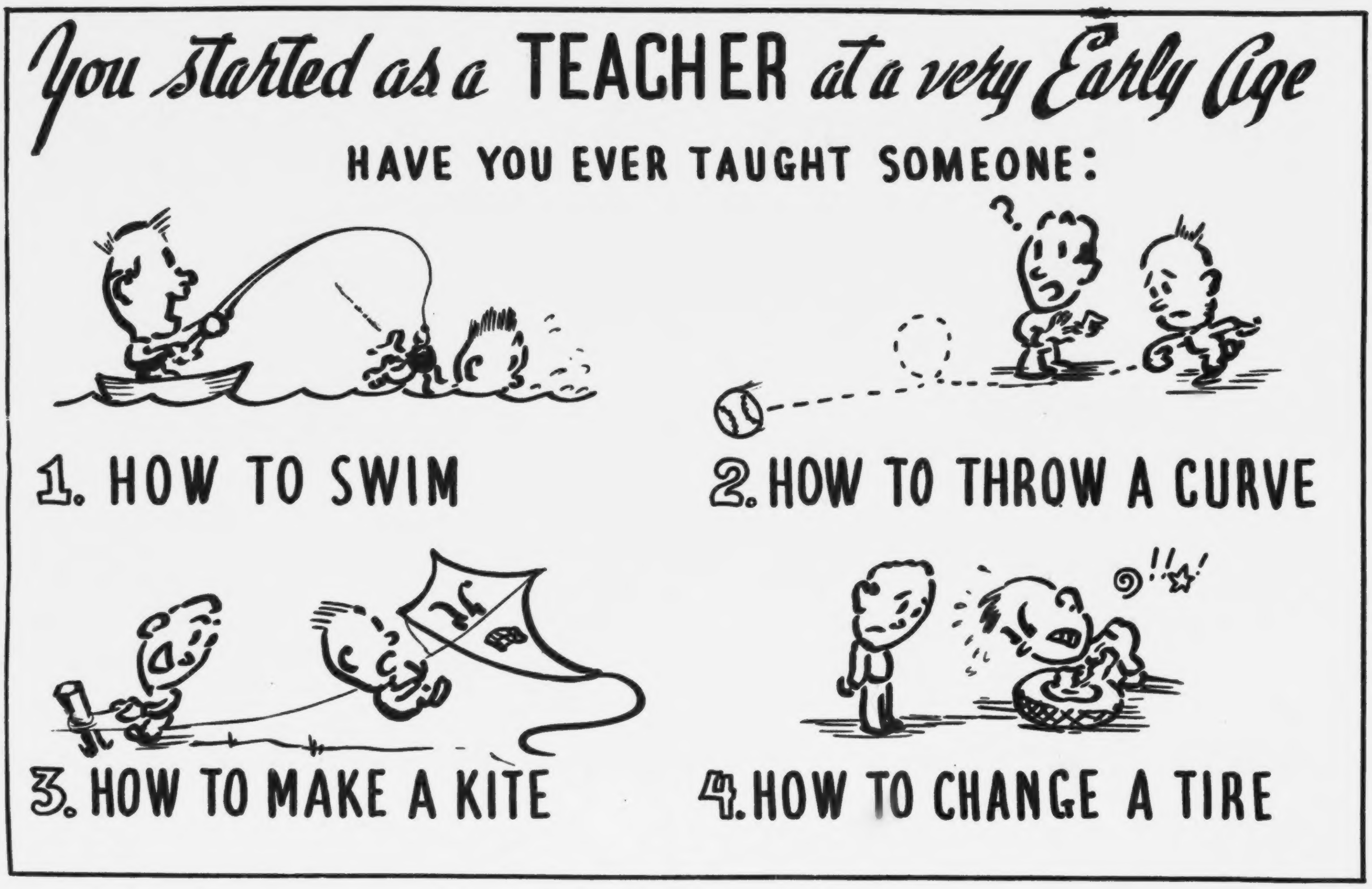
Plain typing	-	Instructor says in his own words
Italics	-	Instructions to the instructor

CAPITALS - Key words such as EXPLAIN, SHOW, etc.
"Quotation marks" - Definitions to be read verbatim
Material in box - Place on chalkboard or chart pad

Please note the decimal system employed to "key in" each teaching point in the Teaching Guide with the corresponding Key Point or Step in the Training Procedure. In almost every case the teaching point will be horizontally across from the Key Point or Step to which it relates.

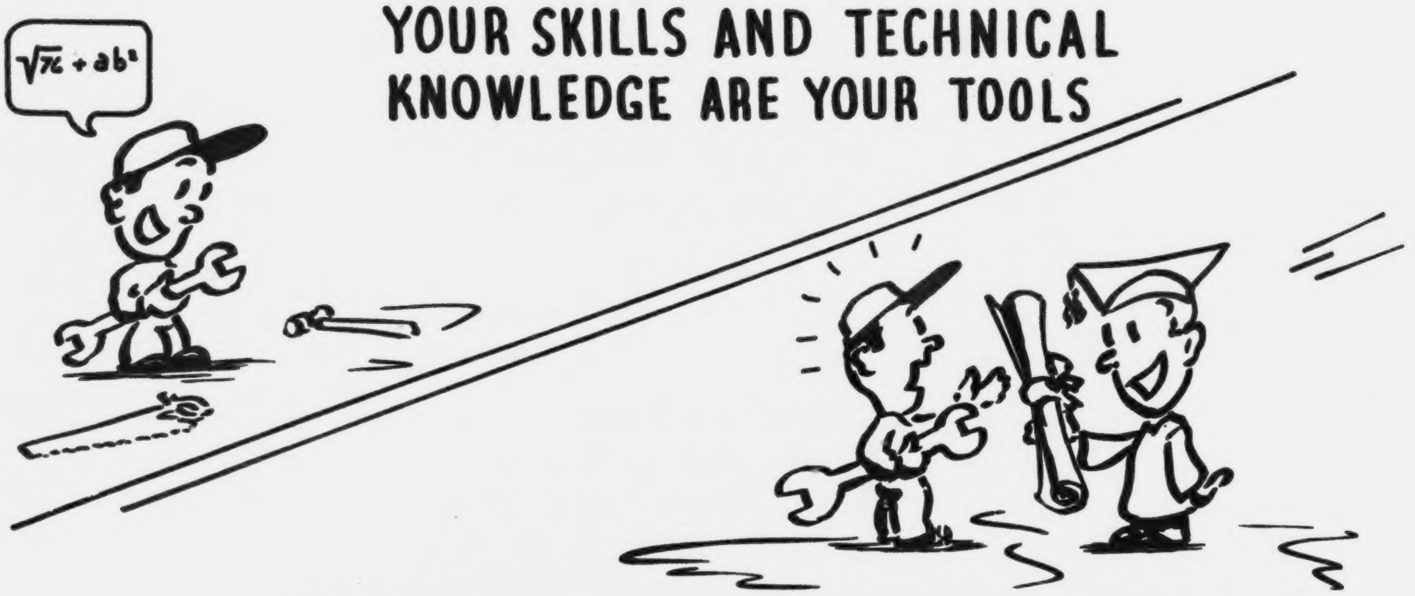
SUGGESTIONS FOR TEACHING

LEST WE FORGET the suggested effective teaching methods learned in the instructor training course, the following series of self-explanatory cartoon illustrations will remind you of "what it takes" to do an effective job of teaching. Even the experienced instructor will want to review these reminders from time to time and the new instructor should study them in detail. An attendance record is also included, which is supplied to the instructor in the instructor training kit for each class he will teach.


You started as a TEACHER at a very Early Age
HAVE YOU EVER TAUGHT SOMEONE:
1. HOW TO SWIM
2. HOW TO THROW A CURVE
3. HOW TO MAKE A KITE
4. HOW TO CHANGE A TIRE

TEACHING as a NEW JOB

YOUR SKILLS AND TECHNICAL KNOWLEDGE ARE YOUR TOOLS



TO YOUR SKILLS AND TECHNICAL KNOWLEDGE YOU SHOULD ADD THE TOOLS OF TEACHING.

THE INSTRUCTORS *Personal* QUALITIES

SOME PERSONAL QUALITIES

1 PERSONAL APPEARANCE

2 COURTESY
3 SELF CONTROL
4 TACT

5 VOICE
6 SPEECH

7 CHEERFULNESS
8 ENTHUSIASM

YOUR PERSONALITY REFLECTS YOUR PERSONAL QUALITIES

The FOUR STEP LESSON

STEP I

PREPARATION OR
INTRODUCTION STEP.

STEP II

PRESENTATION STEP.

STEP III

APPLICATION OR
TRY OUT STEP.

STEP IV

CHECKING TESTING
and FOLLOW UP STEP.

KINDS OF *Oral* QUESTIONS

INFORMATION QUESTIONS– *call for information.*

Example: *What materials are used in this extinguisher, John?*

THOUGHT QUESTIONS– *require thinking and judgement.*

Example: *Why is it dangerous and unsafe to use a soda acid extinguisher on an electrical fire?*

SUGGESTIVE QUESTIONS–*suggests answer "yes" or "no" or directs thinking.*

Example: *Is it true that this extinguisher derives its name from the fact that soda and acid are used to charge it?*

Example: *Now since we have taken care of the soda solution, what else goes in the shell?*

COMPARISON QUESTIONS–*calls for all kinds of comparisons.*

Example: *Compare stellite and high speed steel as a cutting tool.*

Methods OF ASKING QUESTIONS

THERE ARE TWO METHODS:

1 **DIRECT** ***Directed to a member of the class; ask question first, direct it last.***

Example: How many degrees are there in a right angle, *John?*

2 **OVERHEAD** ***Directed to the entire class.***

Example: Why is it necessary to lubricate the dead center of a lathe?

DIRECT METHOD

Advantages:

1 *Stimulates thinking of all members of the class.*
2 *Tends to strengthen group control.*

Disadvantages:

1 *Tends to slow up the lesson.*
2 *Tends to destroy confidence of timid learners.*

OVERHEAD METHOD

Advantages:

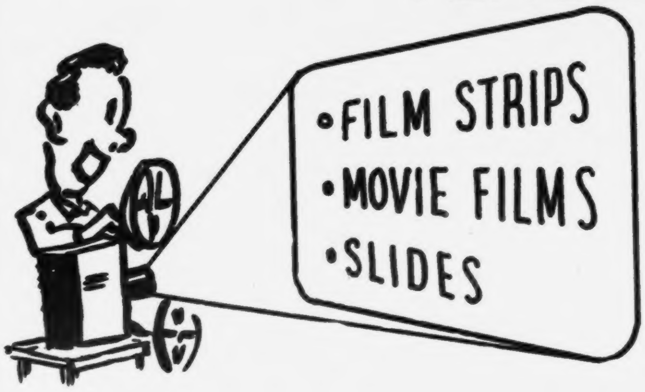
1 *Tends to speed up the lesson.*
2 *Ideal for preparation step.*

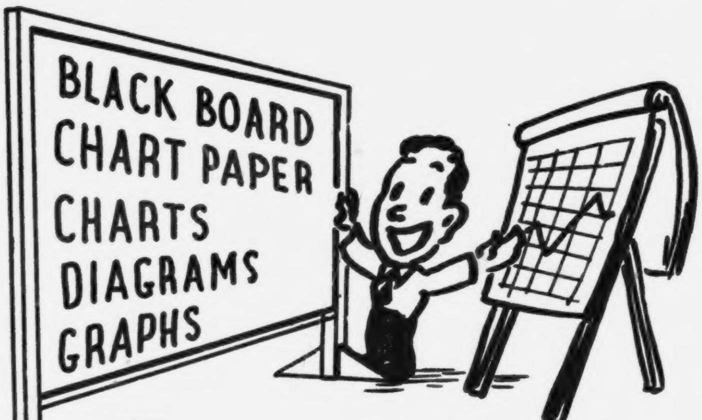
Disadvantages:

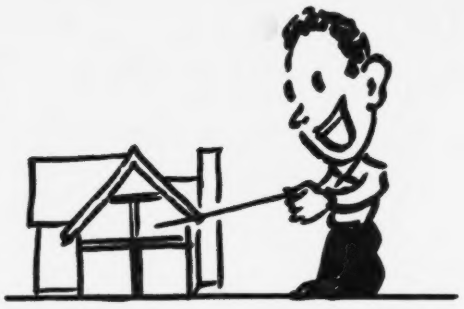
1 *Tends to destroy group control.*
2 *Discourages thinking of less diligent learners.*

FOLLOW THE RULES ON ORAL QUESTIONS

TEACHING AIDS

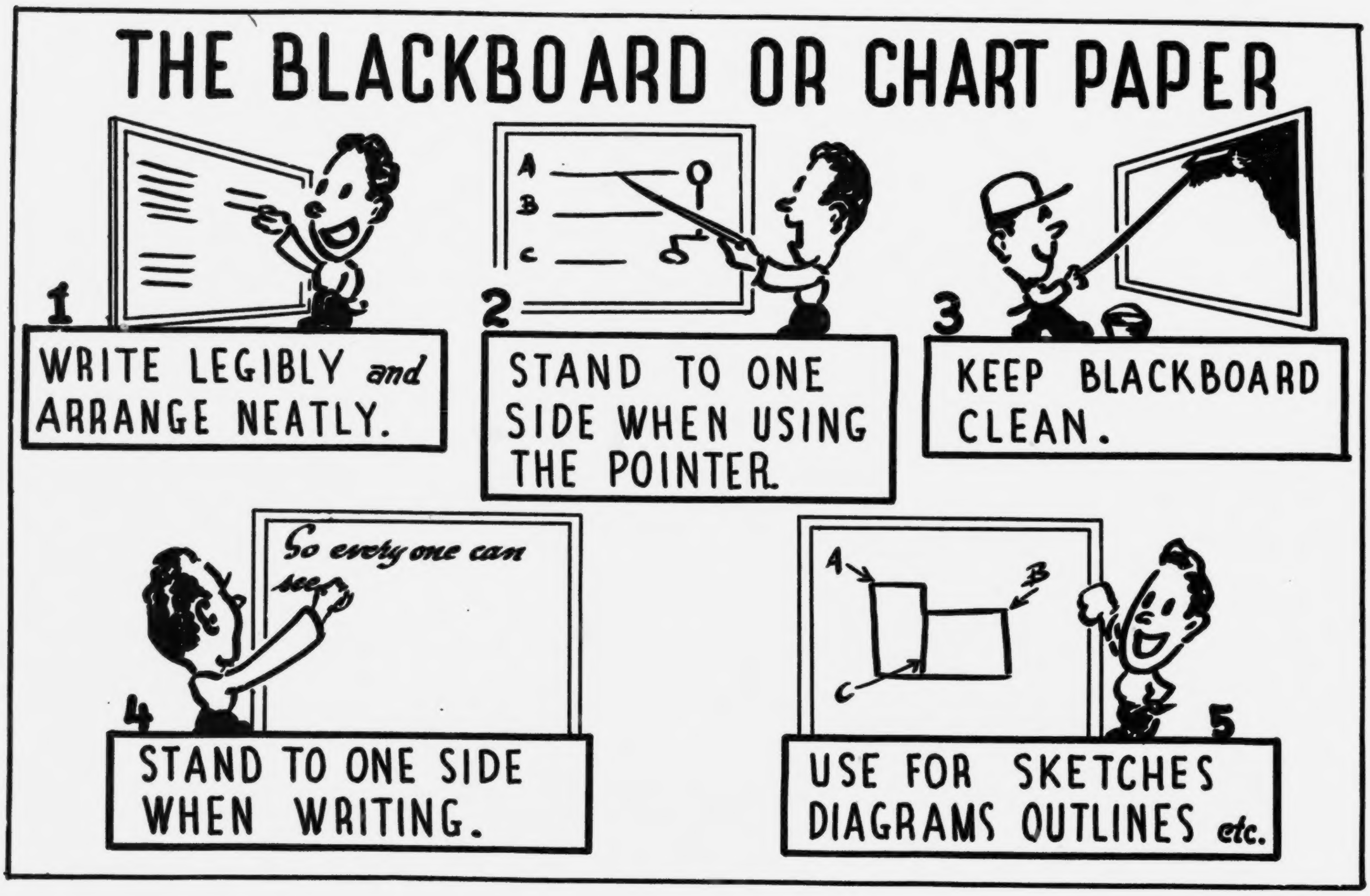


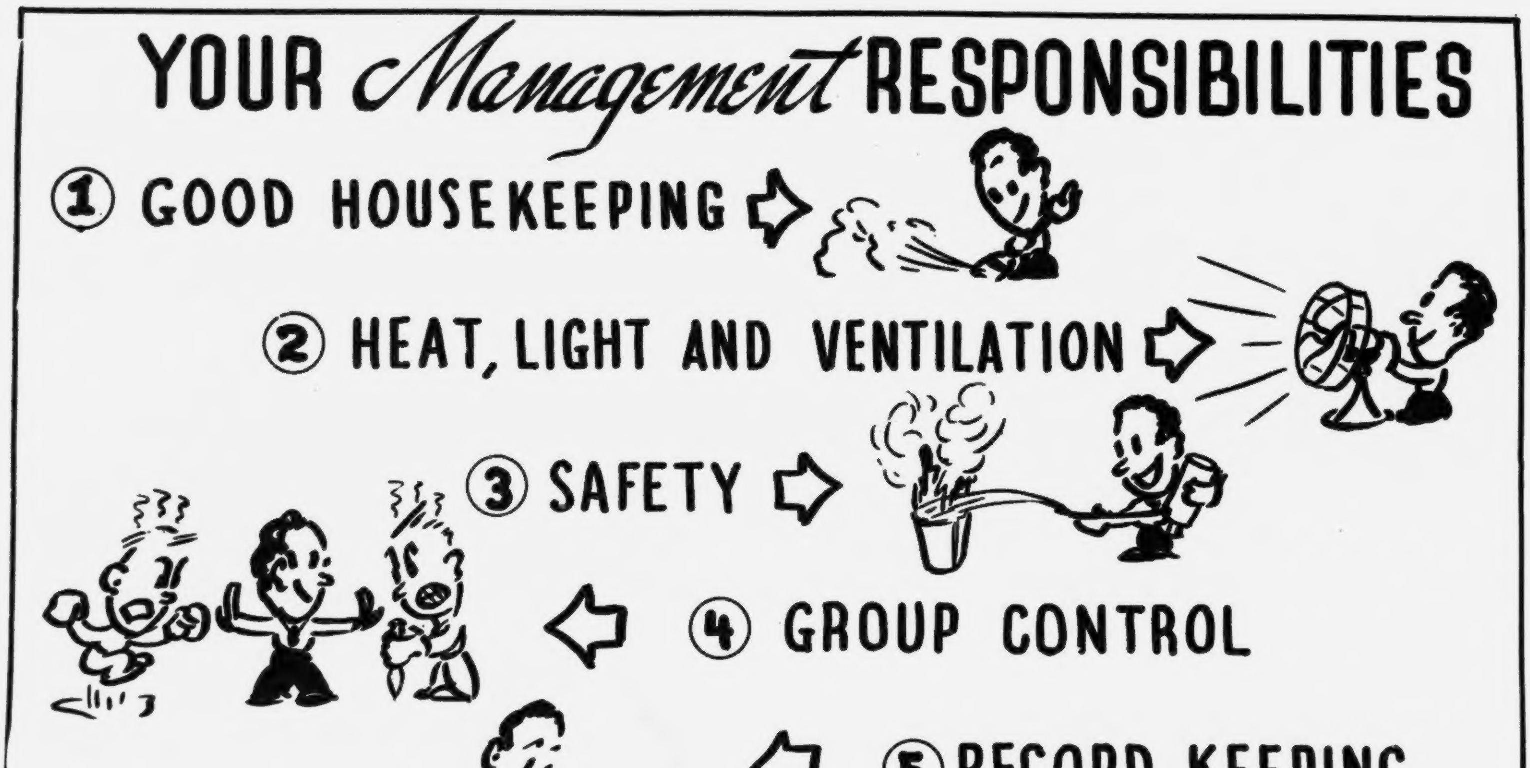




MODELS *and* MOCK-UPS

INSTRUCTIONAL MATERIALS
- INSTRUCTION SHEETS
- TEXT BOOKS
- SERVICE MANUALS


THE BLACKBOARD OR CHART PAPER
1
WRITE LEGIBLY and ARRANGE NEATLY.
2
A
B
C
STAND TO ONE SIDE WHEN USING THE POINTER.
3
KEEP BLACKBOARD CLEAN.
4
So every one can see.
STAND TO ONE SIDE WHEN WRITING.
A
B
C
5
USE FOR SKETCHES DIAGRAMS OUTLINES etc.


YOUR Management RESPONSIBILITIES
① GOOD HOUSEKEEPING
② HEAT, LIGHT AND VENTILATION
③ SAFETY
④ GROUP CONTROL
⑤ RECORD KEEPING
⑥ SEATING

OHIO TRADE AND INDUSTRIAL EDUCATION SERVICES
ADULT EXTENSION CLASS

ATTENDANCE RECORD

Course ____________________ City ____________________

	ENROLLMENT			DATE OF MEETINGS																					
No.	Last Name —— First Name	M	F																					Total Hours Attendance	Certi- ficate Due
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									
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14																									
15																									
16																									
17																									
18																									
19																									
20																									

Total Enrollment _____ Females _____ Number of Class Sessions _______ Total Hours for Course _______

Average Attendance per Meeting __________ Number of Hours per Session _______ Signed ____________________
(Instructor)

No.	Last Name First Name*	Address	Telephone Number	Name of Employer*	Actual Duties of Work Performed*

*Required Information

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ORIENTATION SESSION

TIME ALLOTTED: 2 hours

OBJECTIVES:

1. To acquaint the learner with his role in the maintenance of law and order.
2. To acquaint the learner with the Ohio Law Enforcement Officer Training Program - Basic Course.

TEACHING AIDS:

Attendance record
Black china marking pencils or crayons
Cards, registration
Chalkboard, chalk and eraser or chart pad
Constitution of Ohio
Constitution of United States
Declaration of Independence
Law Enforcement Officer Training, Instructor's Manual - Basic Course, Unit I
Law Enforcement Officer Training, Learner's Manual - Basic Course, Unit I
Name sheets
Ohio Criminal Code
Pointer

A few minutes before the session starts, re-check seating, heat, light, window blinds, and ventilation.

PRESENTATION OF ORIENTATION INFORMATION:

Instructor's Notes

5 min. 1. Official welcome and introduction of instructor by host.

2. Thank the host for the introduction.

3. "On behalf of the Trade and Industrial Education Service
20 min. I would like to welcome you to the Ohio Law Enforcement Officer Training Program."

   a. "In order to put everyone at ease and to assist us in becoming better acquainted let's start by introducing ourselves and giving a little background information."

***PRINT** on chalkboard:*

NAME
RANK
DEPARTMENT
YEARS OF EXPERIENCE
LAW ENFORCEMENT TRAINING
FAMILY

b. INTRODUCE yourself and have each learner introduce himself, giving the above information.

***ERASE** chalkboard when introductions are complete.*

c. TELL the group that rank will not be used in order to help promote discussion, training, and friendship.

4. SHOW registration cards.
"Please COMPLETE the required information on these registration cards and return them to me at the end of this session."

5. SHOW name sheets.
"To help us learn each others names, please COMPLETE the required information on these name sheets."

   a. DISTRIBUTE a registration card, a name sheet, and a black china marker pencil to each learner.

   b. "FOLD the name sheet along the dotted lines."

   c. DEMONSTRATE using your name sheet, show to class. "It should look like this when folded."

   d. "PLACE it in front of you at each session."

***COLLECT** black china marking pencils.*

6. DISTRIBUTE Law Enforcement Officer Training, Learner's Manuals to learners. REQUEST that they not be opened.

0 min. 7. "We are ALL law enforcement officers, but I wonder how many of us know:

Instructor's Notes

a. WHAT part do we play in our communities?

b. WHY do we play this role?

c. HOW do we play this role?

d. ARE we playing this role?

e. CALL upon a few learners, by name, to give their IDEAS."

8. EXPLAIN how and why our nation was founded.

***PRINT** on chalkboard: (Arrange so that you develop this ending up as in 17.d.)*

PEOPLE

a. SHOW a copy of The Declaration of Independence.

b. READ and EMPHASIZE underlined selections which ILLUSTRATE your points.

***PRINT** on chalkboard:*

DECLARATION OF INDEPENDENCE

9. EXPLAIN why certain provisions were included in the Constitution.

a. "The Constitution is our country's BASIC LAW."

b. SHOW a copy of the U. S. Constitution.

c. READ and review the Bill of Rights (See Appendix A)

***PRINT** on chalkboard:*

U. S. CONSTITUTION

10. EXPLAIN how Ohio is bound by the U. S. Constitution.

a. SHOW a copy of the Constituion of Ohio

b. READ underlined selections which illustrate your points.

PRINT on chalkboard:

CONSTITUTION OF OHIO

11. SHOW a copy of the Revised Criminal Code of Ohio.

    a. POINT OUT how laws come down to the citizen through the above steps.

    b. EXPLAIN how counties and cities are bound by the Constitution of Ohio.

    c. READ Section 1 of Article X and Section 3 of Article XVIII to illustrate your points.

    PRINT on chalkboard:

    COUNTIES CITIES

12. EXPLAIN why counties and cities are given the power to ENFORCE the laws.

    PRINT on chalkboard:

    LAW ENFORCEMENT

13. EXPLAIN why the Law Enforcement Code of Ethics was adopted by the law enforcement community.

    PRINT on chalkboard:

    CODE OF ETHICS

14. Have the group TURN to Appendix A in the manual.

    a. Have each learner READ a paragraph from the Code of Ethics.

    b. CLEAR UP any misunderstanding learners might have.

Instructor's Notes

***PRINT** on chalkboard:*

CANONS OF POLICE ETHICS

15. EXPLAIN what the Canons of Police Ethics accomplishes.

    a. Have the group TURN to Appendix B in the manual.

    b. Have each learner READ an article from the Canons.

    c. CLEAR UP any misunderstanding learners might have.

12 min. 16. EXPLAIN and EMPHASIZE the need for training.

    a. ILLUSTRATE the shortcomings of training now in use.

***PRINT** on chalkboard:*

O.L.E.O.T.P.

17. EXPLAIN how the Ohio Law Enforcement Officers' Training Program came about.

    a. ILLUSTRATE how the program will benefit the learner, his brother officers, his department, and his local government.

***PRINT** on chalkboard:*

YOU

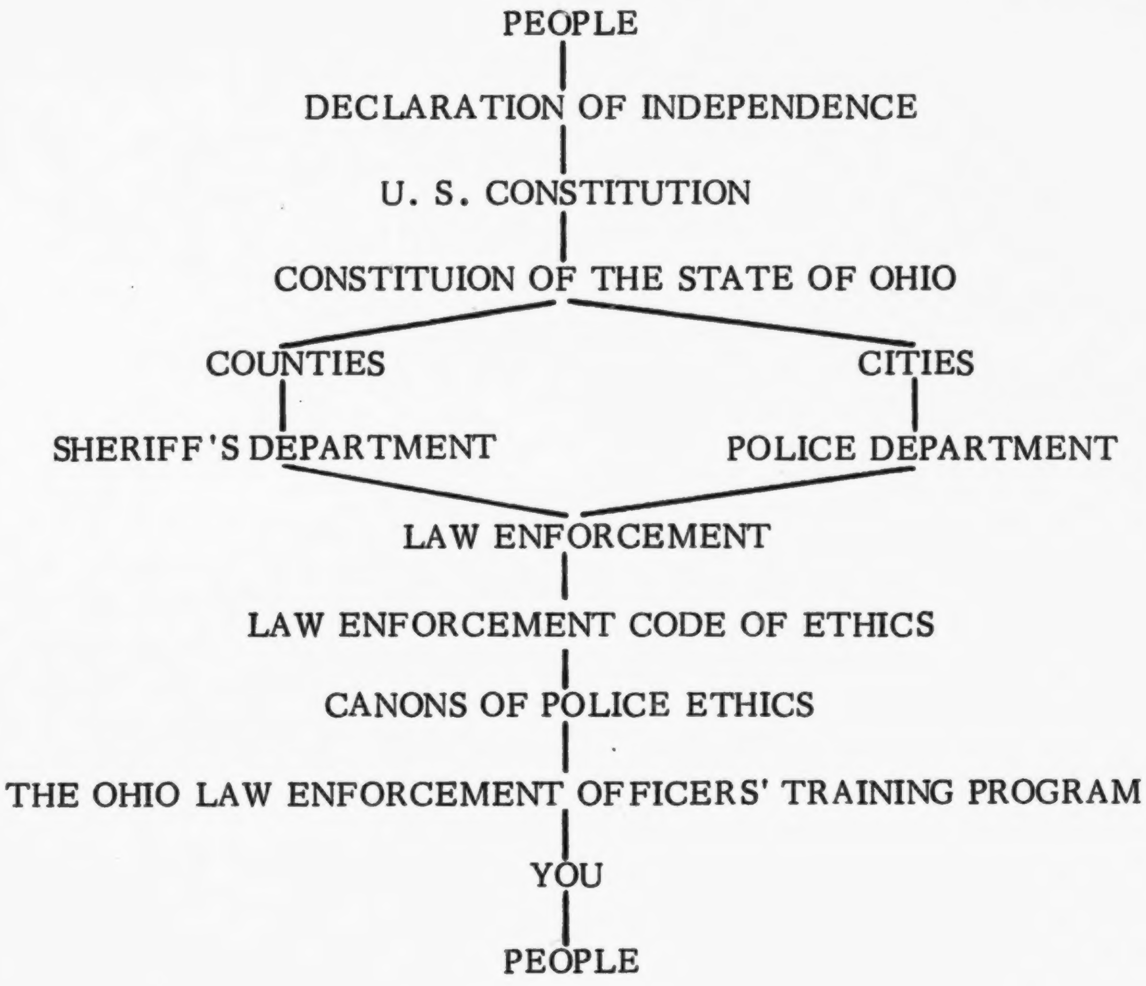
    b. EXPLAIN how the program will benefit the people of Ohio.

***PRINT** on chalkboard:*

PEOPLE

3 min. c. SUMMARIZE and REVIEW by tying up the words on the chalkboard.

    d. DRAW a line from the word above to the word below as you make the connection in your summary.


PEOPLE
DECLARATION OF INDEPENDENCE
U. S. CONSTITUTION
CONSTITUION OF THE STATE OF OHIO
COUNTIES
CITIES
SHERIFF'S DEPARTMENT
POLICE DEPARTMENT
LAW ENFORCEMENT
LAW ENFORCEMENT CODE OF ETHICS
CANONS OF POLICE ETHICS
THE OHIO LAW ENFORCEMENT OFFICERS' TRAINING PROGRAM
YOU
PEOPLE

18. "From the discussions we have had we can set for ourselves the following OBJECTIVES."

    a. Increasing the officers operational efficiency

    b. Raising the operational efficiency of the department.

    c. Implementing safe practices which will promote personal and public safety

    d. Advocating those principles which will elevate standards in local law enforcement.

19. Requirements for granting certification card upon completion of course:

    a. Satisfactory participation and performance as a learner.

    b. Attendance of 90%.

    c. A grade of 70% or better on the final examination.

Training Procedure No. 1

UNIFORM, ACQUIRING AND MAINTAINING

INTRODUCTORY INFORMATION:

Law enforcement officers wear uniforms in order to perform their duties more effectively and safely.

The officer in uniform is the government's symbol of law and order. The very sight of an officer, in most instances, stops the potential law violator from committing a crime for fear of apprehension. In this respect, the uniform serves a crime preventive function. Since the prevention of crime is the officer's primary responsibility, the uniform which is seen most often by the most people is the most effective.

The uniform identifies the officer as a member of that arm of government which is responsible for ensuring compliance with the law. Due to the hazardous nature of the duties involved, such as, the use of firearms in arresting a criminal, it is imperative that not only the person being arrested recognize the officer, but spectators as well. This is necessary in order that the criminal have no excuse for non-compliance and the law abiding no misunderstanding as to what is taking place--an arrest or a robbery. In this respect it aids the officer's personal safety.

Because the law enforcement officer will be required to wear a uniform he must concern himself with quality, economy, and appearance. Since there is no substitute for good quality, the officer should accept nothing less. Whether the officer personally purchases or is issued a uniform does not alter the fact that it costs money to purchase and to maintain. By following a few simple procedures the officer can extend the life of the uniform thereby saving money and at the same time maintaining a neat appearance. The neat appearing officer finds it less difficult to have people comply with his requests and creates a favorable impression in the eyes of the public for himself and his department.

EQUIPMENT NEEDED:

- Clothes hangers, Wooden
- Fabric Cleaning:
  - Cleaning fluid
  - Cloth, Soft white
  - Clothes brush, Hard bristle
  - Hat brush, Soft bristle
  - Lint remover
- Leather Polishing:
  - Brush
  - Cloth, Polishing
  - Metal polish dauber (with scraper)
  - Saddle soap
  - Shoe polish, Black
  - Sole dye, Black

Teaching Guide No. 1

UNIFORM, ACQUIRING AND MAINTAINING

TIME ALLOTTED: 2 hours

OBJECTIVES:

1. To acquaint the group with a proper method of maintaining the uniform in serviceable condition.
2. To demonstrate the caring for and cleaning of those items of equipment upon which the learner's safety depends.
3. To stress the safety and financial saving factors of properly maintained uniforms and equipment.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

- Ball point pens, with retractable and non-retractable point
- Coins
- Cigarettes, Package of
- Cigarette lighter or matches
- Clothes hangers, Wire
- Fabric Cleaning:
  - Cloth, Clean white (hard finish)
- Flashlight
- Handkerchief
- Keys
- Leather Polishing Kit:
  - Handkerchief, Old clean cotton
- Metal Polishing Kit:
  - Steel wool, Extra fine grade
- Newspaper, 6 double size sheets
- Note paper, 3" x 5"
- Notebook, Pocket
- Paper clip or safety pin
- Pencil, Mechanical
- Pencil, Wooden
- Trouser belt
- Uniform of the day
- Uniform regulations, Department's
- Wallet
- Yawara stick

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 1, pp. 1-6.

LAW ENFORCEMENT OFFICER TRAINING

Revolver Cleaning Kit, 38 Caliber:
- Bore brush, Brass wire
- Bore cleaner
- Car wax, Fine grade
- Course cloth or fine steel wool
- Cylinder brush, Nylon or fibre bristle
- Gun grease, Fine grade
- Lightweight oil, Fine grade
- Patches
- Rod with detachable tip
- Screwdriver, Small
- Toothbrush or 1/2" to 1" stiff bristle paint brush

Metal Polishing:
- Cloth, soft
- Metal polish

Shoe trees, Wooden

Trouser hangers, Wooden clamp type

GENERAL SAFETY PRACTICES:

Follow proper safety procedures in handling weapon and ammunition
Avoid inhaling dangerous cleaning fluid fumes
Use cleaning fluid in well ventilated room and away from open flames

	STEPS		KEY POINTS
1.	Acquiring uniform	1.1	In accordance with departmental regulations
		.2	If purchasing, only from reputable dealer
		.3	Tailored properly for fit
		.4	Permitting proper freedom of movement
		.5	Placing items to be carried in the field into pockets during fitting
		.6	Wearing belts used in the field during fitting
		.7	Testing fit by standing, bending, sitting, crouching, walking, and running
		.8	Having band of rubber sewn inside the trouser waist
		.9	Having piece of cloth sewn into front and rear trouser leg creases at the bottom on the inside

UNIFORM, ACQUIRING AND MAINTAINING

INTRODUCING THE LESSON:

5 min.

Use the Introductory Information from the procedure.
CITE an example where an officer's unserviceable personal equipment proved fatal.
EMPHASIZE safety and savings involved throughout this unit.

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Present the Lesson; Application or Tryout; and Follow Up.

Instructor's Notes

1.1 SHOW a copy of departmental regulations.
INFORM the group it will be available for closer examination during break period.

.4 EMPHASIZE learner's safety and comfort.

.5 SELECT a learner and have him empty all his pockets to ILLUSTRATE what an average officer might carry.
SHOW other items learner is not carrying from your materials.
.7 Have group PRACTICE these movements at their present location to TEST the fit of uniform.
.8 ASK for a learner volunteer to SHOW it on his trousers.
ASK the learner what function it performs and if it works.
COMPLIMENT the learner on some factor of his appearance.
.9 ASK for a learner volunteer to SHOW it on his trousers.
ASK the learner what function it performs and if it works.
COMPLIMENT the learner on some factor of his appearance.

STEPS	KEY POINTS	
	1.10	Having snaps sewn on both ends of all pocket flaps of jackets and shirts
2. Dry clean woolens	2.1	Regularly
	.2	Selecting a reputable firm
	.3	Identifying stain by attaching note
	.4	Requesting military crease in shirts
3. Launder cottons	3.1	After each wearing
	.2	Ironing military creases into shirts
4. Brush clothing	4.1	Frequently
	.2	Before and after wearing
	.3	Outdoors in sunlight
	.4	Brushing hats gently using soft bristle brush
	.5	Using hard bristle brush on clothing and caps
	.6	Brushing clothing vigorously
	.7	Removing lint with lint remover
5. Shine leather	5.1	Shoes daily
	.2	Other leather at least once a month
	.3	Cleaning with saddle soap regularly
	.4	Preventing excessive accumulation of polish
	.5	Avoiding a hard finish (high gloss) on leather parts that flex
6. Shine metal	6.1	Daily, using correct polish for particular metal finish
	.2	Following instructions on polish containers
	.3	Avoid scratching of surface
	.4	Avoid handling polished metal
7. Dry out wet uniform	7.1	Promptly
	.2	To prevent mildew and maintain shape

UNIFORM, ACQUIRING AND MAINTAINING

Instructor's Notes

1.10 ASK for a learner volunteer to SHOW it on his trousers.
ASK the learner what function it performs and if it works.
COMPLIMENT the learner on some factor of his appearance.

2.1 EMPHASIZE the rapid deterioration of uncleaned woolens.
EXPLAIN that perspiration can cause it.

.2 EXPLAIN by SHOWING the placing of a little tobacco in a pocket. A good cleaner turns all pockets inside out and brushes them before cleaning.

.3 SELECT a learner wearing a shirt with military creases.
COMPLIMENT the learner on some factor of his appearance.

3.1 POINT OUT that the same reasons apply to cottons as woolens.
REMIND the group of body odor and/or personal hygiene.

4.7 DEMONSTRATE using masking tape.

5.1 EXPLAIN that shoes should be changed daily and therefore the same pair would not be shined every day.

.3 EXPLAIN why this must be a matter of judgment.

.5 EXPLAIN how leather will crack.

20 min. ***DEMONSTRATE** and have group **PRACTICE** shining their holsters.*
***PREPARE** the work area by laying out newspapers in double thickness.*
***CHECK** the learners individually and **CORRECT** their errors,*
***ANSWERING** their questions.*
***LEAVE** the work area covered.*

6.1 EXPLAIN why this is necessary even though not handled.

10 min. ***DEMONSTRATE** and have group **PRACTICE** shining their brass.*
***CHECK** the learners individually and **CORRECT** their errors,*
***ANSWERING** their questions.*

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
7.a. Caps or hats	7.a.1	Shaking off excess water
	.2	Blotting visor with soft absorbent cloth
	.3	Wiping metal buttons dry
	.4	Removing cap badge
	.5	Turning leather liner down
	.6	Removing all size adjusting material
	.7	Placing on flat surface
	.8	Setting on visor and brim
7.b. Clothing	7.b.1	Removing belts
	.2	Emptying all pockets
	.3	Removing all metal insignia
	.4	Shaking off excess water
	.5	Wiping all metal parts dry
	.6	Fastening buttons
	.7	Closing zippers
	.8	Hanging shirts and coats on wooden hangers
	.9	Using wooden clamp hangers for trousers
	.10	Placing on hangers carefully
	.11	Removing and smoothing wrinkles
	.12	Allowing adequate air circulation
	.13	Allowing to dry naturally
	.14	Keeping away from heat
	.15	If excessively wet, have dry cleaned after drying
7.c. Shoes and overshoes	7.c.1	Wiping off excess water outside and inside
	.2	Using wooden shoe trees to retain shape
	.3	Lacing and tying shoe laces to retain shape
	.4	Laying shoes on sides on protective covered flat surface
	.5	Allowing to dry naturally
	.6	Keeping away from heat

UNIFORM, ACQUIRING AND MAINTAINING

Instructor's Notes

7.a.5 A piece of paraffin, rubbed on the inside of the leather sweatband of a hat, will keep the hat and silk band free of perspiration.

7.b.8 DEMONSTRATE on wire hanger and also on wooden hanger.

7.c.5 Mildew on leather shoes can be removed by rubbing with petroleum jelly. When it is absorbed; rub with a chamois.

STEPS	KEY POINTS
7.d. Leather, weapon and foul weather gear	7.d.1 Wiping off water
	.2 Removing equipment from holster and cases, following safe weapon procedures
	.3 Removing cartridges from revolver
	.4 Hanging belts and straps from buckles - straight
	.5 Wiping dry all metal
	.6 Emptying pockets of leather jacket
	.7 Hanging jacket on wooden clothes hanger
	.8 Placing on hanger carefully
	.9 Buttoning buttons
	.10 Closing zippers
	.11 Removing wrinkles
	.12 Turning collars up
	.13 Placing glove on upright stick to aid circulation
	.14 Allowing adequate air circulation
	.15 Allowing to dry naturally
8. Clean revolver	8.1 Remaining isolated
	.2 Rechecking cylinder to make certain it is empty
	.3 Handling to prevent damage
	.4 Inspecting for serviceability
	.5 Completely
	.6 Using proper materials and equipment
	.7 Securing weapon after cleaning
9. Remove loose dirt	9.1 When thoroughly dry
	.2 Working in area covered with newspaper
	.3 Using clothes brush on clothing
	.4 Brush with and against nap carefully
	.5 Using scraper on shoes
	.6 Avoid scuffing of leather
10. Remove stains	10.1 Promptly
	.2 Avoid damaging the fabric
	.3 Placing clean absorbent cloth under stain

UNIFORM, ACQUIRING AND MAINTAINING

Instructor's Notes

10 min. 7.d.2 EMPHASIZE: SAFETY

DEMONSTRATE and have group FOLLOW you.
TALK the group through the removing of weapons from holsters and removal of cartridges.
DON'T LET ANYONE GET AHEAD OF YOUR DIRECTIONS.
INFORM the group that such safe practices will ALWAYS be followed during this training. "We don't want anyone injured or killed."

20 min. 8.

DEMONSTRATE cleaning revolver.
REQUEST group to PRACTICE cleaning revolvers.
CHECK each learner individually and ANSWER their questions.
COMPLIMENT the group on the cooperation and attention they are giving to the training.
EMPHASIZE that what the learner does in training is what he will do out in the field.
STRESS the necessity of building good training habits for good operational results.

8.7 DEMONSTRATE use of handcuffs to secure weapon.

STEPS		KEY POINTS	
		.4	Brushing outward from the center
		.5	Spot-cleaning small stains only
11.	Wash rubber	11.1	With water, mild soap, and soft cloth
		.2	Avoid scratching surface
		.3	Rinsing thoroughly
12.	Repair of damage	12.1	As soon as possible
		.2	Tears, replacing buttons, or worn parts
		.3	By qualified persons
		.4	Replacing shoelaces, heels, and soles when necessary
		.5	Replacing irreparable or frayed items
		.6	Dyeing worn leather
13.	Store uniforms	13.1	When not in use
		.2	After cleaning
		.3	On hangers in plastic bags
		.4	In dustfree location
		.5	Allowing sufficient room between garments
		.6	Placing moth balls in plastic bag and garment when stored for long period
		.7	Folding unstarched and unironed cottons
		.8	Placing footwear in closed cloth bags
		.9	Placing caps and hats in a crushproof box

Instructor's Notes

10.5 Spots on clothes that resist a clothes brush or whisk broom will often come out when rubbed with a rubber sponge.

INFORM the group that as long as they are training - they are "on parade" and can expect an inspection at any time.
EMPHASIZE how they are being observed by brother officers who are not getting the benefit of this training.
STRESS the weight their department administrators place on the results observed.

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

INTRODUCTORY INFORMATION:

The officer is responsible for guarding persons, their rights, and property in a designated area by requiring all people therein to obey the law. This guard duty is performed best when the officer goes about his designated area (beat) inspecting persons and property as often as possible. Performing this duty is called patrolling. The officer enforces the law on all persons on his beat by persuasion if possible, by force if necessary.

Patrolling, when properly performed, is the best method by which the law enforcement officer can carry out his primary responsibility of preventing crime. The basic method of patrolling is on foot. Its chief advantage over other methods is the officer's daily intimate contact with the people and the property on his beat. It is from these contacts that the officer learns who resides, earns a livelihood, and engages in recreation on the beat. By careful observation, he soon learns who and what is usual or unusual.

The law enforcement officer can become more proficient and effective during the time he is on duty (watch) by the constant application of the proper patrolling techniques contained herein.

EQUIPMENT NEEDED:

Baton, Riot
Belt, Sam Browne
Card, Identification (See Appendix M, page 235)
Cards, Business
Cartridges, 12, Extra Revolver
Case, Cartridge, Double
Case, Handcuff
Chain, Whistle
Citation Book, Traffic
Dimes
Flashlight, with extra bulb

Forms:
  Business Security Survey Report
  Information on Personalities
  Persons Report
  Preliminary Investigation Report (See Appendix N, page 236)
Handcuffs
Holster, Closed Revolver
Key, Handcuff
Keys, Other (as required)
Knife, Pocket
Lanyard, Revolver
License, Operator's
Map, Local
Notebook, Pocket
Pen, Ball Point
Pencil, Mechanical
Radio, Portable Two-way Transistor
Revolver, Loaded Service

Note: Items identified by an asterisk pertain to nighttime patrolling only.

Teaching Guide No. 2

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

TIME ALLOTTED: 10 hours

OBJECTIVES:

1. To acquaint the learner with the proper method of patrolling on foot.
2. To stress the importance of patrolling on foot.
3. To stress the importance of the beat officer's responsibilities.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

Ammunition, Dummy rounds
Battery tester
Brush, Stiff bristled
Chalkboard, chalk and eraser, or chart pad
Flashlight battery, Used
Index, Alphabetical
Map, City-with beats
Map, County-with beats
Models, House and building
Oil, Can of
Paper, Pocket Notebook
Wristwatch with strap

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 2, pp.7-20.

EXPLAIN that each learner will use his own equipment during training since that is what he will use in the field.

DISCUSS every general safety practice EMPHASIZING its importance to the learner.

LAW ENFORCEMENT OFFICER TRAINING

Ring, Baton (with strap)
Ruler, 6" Plastic
Schedule, Local Commercial Transportation
Stick, Yawara
Timepiece
Uniform of the Day
Whistle, Traffic

GENERAL SAFETY PRACTICES:

- Maintain physical fitness
- Wear six inch duty shoes with protected toes and rubber heels
- All eye glasses, including sunglasses, should have hardened lens and be prescribed by an oculist
- Be constantly alert for potential personal hazards
- Stop and listen before turning corners
- Weapons must never be given to anyone in the field
- Secure all equipment from rattling
- Approach all persons and things with caution
- Use prescribed whistle and flashlight signals
- Carry change in watch pocket
- Hold flashlight in weak hand
- Keep flashlight away from body when in use
- Check flashlight for serviceability
- *Night duty should never be performed with a cold or persistent cough
- *To maintain night vision, avoid heavy smoking and use of intoxicating beverages
- *Loud talking, singing, or whistling should be avoided
- *Close one eye when a bright light appears, to maintain night vision
- *Maintain your sense of direction
- *Run only when absolutely necessary
- *Avoid smoking when walking the beat
- *Secure all equipment from reflecting

ON DUTY RELIEF

	STEPS		KEY POINTS
1.	Prepare for watch	1.1	Inspecting personal equipment for serviceability
		.2	Reporting in well groomed
		.3	Wearing uniform of the day
		.4	Reporting before prescribed time
		.5	Avoid loitering in business offices
		.6	Checking bulletin board
		.7	Recording date, day of week, watch, beat, weather condition, supervisor's name on Note Book Log Sheet (See Appendix D, Page 225)

Teaching Guide No. 2

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

INTRODUCING THE LESSON:

Use the Introductory Information from the procedure.

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Present the Lesson; Application or Tryout; and Follow Up.

Instructor's Notes

1. "A watch is a designated length of time (usually eight hours) during which time the officer is on duty."

.1 PRACTICE inspecting uniforms, shoes, flashlight and batteries, revolvers, and handcuffs.

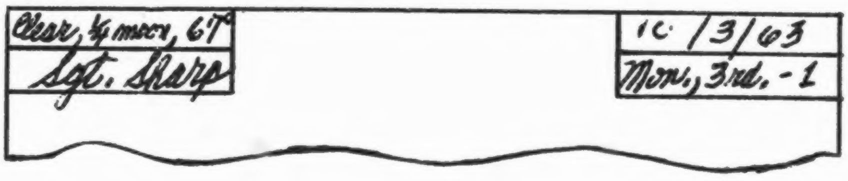
.2 POINT OUT by giving EXAMPLES of being well groomed: Haircut, shave, teeth (breath), bath (body odor), fingernails (clean and trim), jewelry.

.4 EXPLAIN why this is important.

.5 EXPLAIN by illustrating the poor impression loitering can make on the public and superiors.

.6 Give EXAMPLES of information the learner may get from bulletin board regarding: (1) Individual employee, (2) Member of the department, (3) Beat officer.

.7 PRINT on chalkboard and EXPLAIN why this information is necessary.



Training Procedure No. 2

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS	
	1.8	Receiving orders and pertinent information from watch commander
	.9	Recording necessary law enforcement intelligence in notebook (See Appendices E and F, pages 226 and 227)
	.10	Standing inspection for watch commander
	.11	Discussing beat activity with supervisor (See Appendix G, page 229)
2. Proceed to watch relief point	2.1	At pre-determined location
	.2	Arranging for transportation with supervisor
	.3	Varying time and route pattern
	.4	Handling violations witnessed enroute
	.5	Arriving early
	.6	Being inconspicuous
3. Meet with beat officer	3.1	Recording:
	.1	Name
	.2	Number
	.3	Time
	.4	Location
	.2	Obtaining pertinent information:
	.1	Cases requiring follow-up
	.2	Requests for law enforcement intelligence
	.3	Law enforcement hazards
	.4	Previous information
	.5	Safety hazards
	.6	Changes in trafficways
	.3	Selecting next watch relief point:
	.1	Having good view of beat
	.2	Should be inconspicuous
	.3	Sheltered location during inclement weather
	*.4	Should be lighted and safe
	.5	Varying the location
	.6	Recording location
	.4	Notifying dispatcher when unable to make contact

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

Instructor's Notes

1.8 Give EXAMPLES: (1) Change in regulations, (2) Change in or new standard operating procedures, (3) Change in law enforcement activities, (4) Stolen vehicles, (5) Wanted persons.

.9 DISCUSS the advantages of a pocket ring binder type of notebook, how it is arranged, and where carried(weak hand hip pocket). SHOW examples and have them PRACTICE.

.10 DEMONSTRATE and have group divide to PRACTICE.

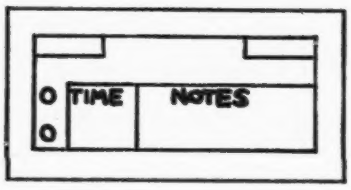
.11 Give EXAMPLES of usual beat problems.

2.1 Explaining how this is predetermined will be explained later.

.3 EMPHASIZE why this is important by giving examples of personal habits; i.e., putting on shoes, M.O.

3.1 "Recording as we use it means that it is written."

.3 PRINT on chalkboard:



EXPLAIN military time and its advantages.
Illustrate on chalkboard and have group PRACTICE converting time to military time.

.3 DISPLAY city and county maps with beats drawn in.

.4 DISCUSS alternatives. What to do when the officer is not at the watch relief point.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS	
4.	Relieve beat officer	4.1	Taking charge of beat
		.2	Leaving beat only for required duties
		.3	Requesting supervisor's permission to leave
		.4	Notifying dispatcher of location
		.5	Recording all absences from beat and reasons therefore
		.6	Acting on pending assignments requiring immediate action
		*.7	Inspecting pedestrian or other hazards requiring lighting

RECONNAISANCE PATROL

STEPS		KEY POINTS	
5.	Proceed to area to be reconnoitered	5.1	Selecting area with:
		.1	High criminal, pedestrian, or vehicle activity
		.2	Larger proportion of law enforcement or safety hazards
		.3	Activity which is to take place during watch
		*.4	Bright lighting first
		*.5	Little or no lighting last
		.2	Varying time and route pattern
6.	Reconnoiter the area	6.1	Being systematically unsystematic in patrolling
		.2	Covering selected areas fairly rapidly
		.3	Constantly utilizing peripheral vision
		.4	Stopping and listening for unusual activity before turning corners
		.5	Be alert to present and future activity
		.6	Noting activity that may occur during watch
		.7	Handling only those problems requiring immediate attention
		*.8	Dark-adapting eyes by closing them momentarily before entering dimly lighted areas
		*.9	Avoid direct bright lights

Instructor's Notes

4.2 EMPHASIZE importance of not leaving beat unguarded.

.3 EXPLAIN supervisor's responsibility to look out for officer's safety.

.4 EMPHASIZE learner's safety.

.6 EXPLAIN and ILLUSTRATE examples. Warrant to arrest, Follow-up pleads, Dances, etc.

5. DEFINE Reconnaissance Patrol: "Reconnaissance patrol is a search made for useful law enforcement information made in the field."

5.1.5 EXPLAIN how the eye sees, based on available light.
Pupil adjusts to light, adjustment to darkness requires time.
Eyes can be dark adjusted.
In darkness line of sight must be above object.
Movement of eyes or of object aids seeing in darkness.
PRACTICE in darkened area with group.

6.1 EMPHASIZE that this is the secret of successful patrolling.

.3 Have selected learner DEMONSTRATE by standing and looking directly at you. Ask him to DESCRIBE what else he sees including up, down, and to the sides, without moving eyes.

.8 PRACTICE in darkened area with group 1001-1015 count.

.9 Use flashlight to DEMONSTRATE on learner. Shine light into his eyes and have him describe the result.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS	
		*6.10	Stand and look into darkened areas
7.	Talk with sources of information	7.1	Having vantage occupations
		.2	Learning of activity that may occur during watch
8.	Observe persons, places, and things	8.1	Anything unusual
		.2	Indicating activity that may occur during watch
		*.3	Observing distance reduced and distorted during nighttime and certain weather conditions

STANDARD PATROL

STEPS		KEY POINTS	
9.	Proceed to location to be inspected	9.1	Walking slowly and erectly
		.2	Letting yourself be seen
		.3	Grasping strong hand with weak hand behind back
		.4	Unofficial objects must not be carried
		.5	Using heel to toe method--on outside edge
		.6	Walking on ball of foot when using stairs
		.7	Avoiding surveillance by others
		.8	Stopping and looking back over route traveled
		.9	Being aware of physical background
		.10	Looking at opposite side of street, upper floors, and roofs of buildings
		.11	Stopping and listening for unusual activity before turning corners
		.12	Being aware of changes in trafficways
		.13	Handling problems as they occur:
		.1	Within jurisdiction and capabilities
		.2	Requesting departmental assistance from supervisor or dispatcher when necessary

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

Instructor's Notes

6.10 Learner must PRACTICE on his own, outside of training class, to experience what he can see under various lighting conditions.

7.1 DEVELOP list on chalkboard by QUESTIONING learners. Examples: meter reader, salesmen, bartender, waitress, etc.

.2 Examples: Dance or theatre leaving out, Fire sale, Parade, etc.

8.1 EMPHASIZE and DEVELOP understanding of unusual. TELL group the usual must be known before the unusual can be determined.

.3 DISCUSS with group by questioning.
See page 47 for details in setting up reconnaissance patrol situation.

9. EXPLAIN that once Reconnaisance Patrol is accomplished Standard Patrol is assumed to carry out the remaining time on watch.

9.1 Have group PRACTICE walking in accordance with 9.3.

.4 Have group supply EXAMPLES. Newspapers, Grocery Bags, Library Books, etc.

.5 Have learner examine shoes to see wearing points and PRACTICE walking individually.

.8 TELL group not to make this a habit, so that a pattern is established.

.11 Have learner DEMONSTRATE.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	9.13.3	Criminal, traffic, juvenile, and special requests in that order
	.14	Time and place of patrol interruptions should be recorded
	.15	Telephone service should be available at location of interruption
	.16	Varying time and location of personal breaks and meal period
	.17	Covering beat as often as possible until time of relief
	*.18	Walking quietly
	*.19	Standing and walking in shadows
	*.20	Avoiding being seen or silhouetted
	*.21	Crossing streets where there is least amount of light
	*.22	Being alert for potential assaults in dimly lighted areas
10. Inspect public property	10.1	Recording time and location of:
	.1	Unsafe conditions
	.2	Damaged property
	.3	Improperly functioning equipment
	.4	Dead or injured animals
	.2	Correcting unsafe conditions immediately when within authorization and capability
	.3	Notifying dispatcher when immediate corrective action beyond capability, is necessary
	.4	Reporting, in writing, unsafe conditions and recommendations for improvement to supervisor
11. Conduct business security survey	11.1	Contacting businessmen periodically and leaving business card on first contact (See Appendix H, page 230)
	.2	Assuring periodic inspection
	.3	Inspecting business security measures
	.4	Completing Business Security Survey Report form (See Appendices I and J, pages 231 and 232)

Instructor's Notes

9.13.3 EXPLAIN that criminal activity is our primary responsibility. The others are important but are secondary.

9.15 EXPLAIN its use as a recall system if no transistor radio is used.

.18 Have group PRACTICE being alert for key and loose coin sounds.

.21 POINT OUT and EMPHASIZE learner's safety.

.22 EMPHASIZE learner's safety.

10. DETERMINE types of public property by questioning learners.
.1.1 EXAMPLES should be supplied by learners.
QUESTION learners as to why.
.2 Same as above.
.3 Same as above.
.4 Same as above.
.2 QUESTION learners: LIST on chalkboard those that can be handled.
EMPHASIZE the importance of limiting their participation in this type of work because it consumes time.

.4 EXPLAIN the memo form and its headings of:
Subject; To; and From.

11. EXPLAIN, using EXAMPLES, so that the learner becomes familiar with the hazards on his beat in performing this task and where to put his patrol efforts to best use within the time available.

.4 Forms are found in Appendix. EMPHASIZE that through the completion of these forms by the officer he becomes familiar with the physical layout of the building, thereby providing a safety margin should he have to enter the building because of finding it open or broken into. The Field Sketch Sheet (Graph Paper) is utilized for sketching the building layout.

STEPS		KEY POINTS
	11.5	Recording current information:
	.1	Name, address, and telephone number of business, manager, and assistant manager
	.2	Type and amount of security equipment
	.3	Security measures taken in operations
	.4	Security hazards
	.5	Selected employees
	.6	Recommended improvements
	.6	Requesting beat officer on night watch to check nighttime security and to make recommendations
	.7	Giving completed form to supervisor
12. Inspect security of buildings	12.1	Those closed for special reasons
12.a. Exterior	*a.1	At close of business day
	.2	Locating security alarms, knowing type and nature of installation
	.3	Checking security equipment to be in place, original, and serviceable
	.4	Remaining inconspicuous to anyone inside
	.5	Trying all accessible means of entry and exit, especially rear and roof
	.6	Looking for indications of attempted and completed forced entry from without and within
	.7	Looking and listening for movement from within
	.8	Checking interior physical arrangement for alterations
	.9	Recording inadequate security measures
	.10	Recommending adequate security measures, if requested by owner
12.b. Interior	b.1	Recording time building found unsecured

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

Instructor's Notes

11.6 EMPHASIZE cooperation between officers resulting in making learners work easier.

.7 EXPLAIN supervisor's role in handling of form.

PRACTICE survey after making arrangements with a store located close by.

12.1 CITE examples: Bankruptcy, Foreclosure, Fire, etc.

12.a. DEMONSTRATE and PRACTICE entire step at nighttime.

.3 CITE examples of various types of alarms. (Identify later in the field.) "A.D.T.", "Regiscope", Tape on windows, Electronic, etc.

.6 DEMONSTRATE and have group PRACTICE checking doors and windows.

.7 SHOW PHOTOGRAPHS of attempted and completed entries through doors and windows.

.10 EXPLAIN that information is passed on to beat officer on appropriate watch.

Training Procedure No. 2

LAW ENFORCEMENT OFFICER TRAINING

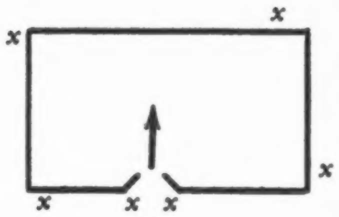
STEPS		KEY POINTS
	12.b.2	Recording name and address of occupying firm
	.3	Notifying dispatcher of name of firm, building, and location
	.4	Requesting assistance for interior inspection
	.5	Requesting dispatcher to notify owner, request his presence, and determine his estimated time of arrival
	.6	Determining if authorized person is inside
	.7	Checking authorized person's identity with owner
	.8	Recording name, position of employee, home address, and telephone number
	.9	Recording name and position of person responding in place of owner
	.10	Entering building with another officer
	.11	Avoiding being silhouetted
	.12	Carrying revolver in strong hand
	.13	Carrying flashlight in weak hand, if interior dark
	.14	Holding flashlight to side and slightly ahead of body when in use
	.15	Keeping other officer or flashlight in view at all times
	.16	Using proper flashlight signals
	.17	Avoiding cross fire
	.18	Checking one room at a time
	.19	Looking up as well as on floor level
	.20	Starting on lowest floor, working up
	.21	Closing all doors after entering each room
	.22	Locking all doors after searching each room
	.23	Walking quietly, using short steps
	.24	Stopping and listening for movement sounds
	.25	Completing search of building even if one suspect apprehended

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

Instructor's Notes

12.b.3 EMPHASIZE learner's safety.

.4 EMPHASIZE learner's safety. INFORMING the class that interior security check is always made by two officers. Ideally there should be at least six officers to check out building. One at each corner and two to enter.



x – officer's position at 4 corners and entrance

.6 INFORM class that dispatcher will telephone establishment and will request individual in building to appear at designated exit and identify himself to officers.

.10 SELECT learner to enter classroom through one of its doors as though a burglar were inside. DISCUSS the pros and cons of his entrance.

.12 EXPLAIN use of weak and strong hand.

.16 DISCUSS setting up of system of signals between officers.

.25 CITE examples of suspect being overlooked or ask learners to cite.

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS	
13. Inspect security of property	13.1	Checking security equipment to be in place, original, and serviceable
	.2	Checking physical arrangement of property
	.3	Recording inadequate security measures
	.4	Notifying owner of inadequate security measures
	.5	Recommending adequate security measures, if requested by owner
14. Inspect parked vehicles	14.1	Selecting those that are unusual as to:
	.1	Area
	.2	Beat
	.3	Location in which parked
	.4	Manner in which parked
	.5	Time at which parked
	.6	Length of time parked
	.7	Neglected care or condition
	.8	Altered or absence of required identification
	.9	Contents
	.2	Approaching from rear cautiously
	.3	Checking for occupants cautiously
	.4	Checking license number against Wanted Vehicle list (See Appendix F, pages 227-228)
	.5	Determining if stolen or abandoned
	.6	Determining if wanted--with or without occupants
	.7	Determining if being or has been used in committing crime
	.8	Determining ownership
	.9	Recording license number, description, and location of suspicious vehicles
	.10	File checking with dispatcher at first opportunity

***ARRANGE** with a store owner to use premises.*
***DEMONSTRATE AND PRACTICE** inspecting security of interior of building at nighttime.*

13. SHOW pictures of used car lots, roadside stands, and other examples peculiar to the area.

14.1 DEVELOP list of those that are unusual by questioning learners.

- .1 .1 Beat-up jalopy in rich residential area
  - .2 Vehicle not seen before
  - .3 Next to business place for quick getaway
  - .4 Looks abandoned
  - .5 2:00 a.m. next to bank
  - .6 Dirt and debris accumulated on and underneath
  - .7 Beat-up jalopy - broken windshield, a door missing, etc.
  - .8 Bent plates, off color plates, wired on plates
  - .9 Tool chest, typewriter in old jalopy

.4 SHOW a sample of Wanted Vehicle list kept in the pocket notebook.
EXPLAIN how it is set up and maintained up-to-date.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		14.11	Marking rim of tire with pencil for future identification
		.12	Citing flagrant parking violators
		.13	Maintaining wanted vehicle list
15.	Inspect transient lodging facilities	15.1	Hotels, motels, and trailer courts
		.2	Including parking facilities
		.3	Talking with employees regarding guests
		.4	Reviewing registers
		.5	Noting new guests
		.6	File checking selected guests and vehicles
		.7	Having employees look at photographs of wanted persons
		.8	Walking quietly around corridors
16.	Inspect establishments considered a saw enforcement hazard	16.1	Including hangouts of known or suspected criminals
		.2	At time of opening and closing
		.3	At time of peak activity
		.4	At time violations most likely to occur
		.5	Frequently
		.6	Locating all entrances and exits before entering
		.7	Varying points of entry and exit
		.8	Pausing and listening before entering
		.9	Dark-adapting eyes by closing them momentarily before entering dimly lighted establishments
		.10	Using caution in entering
		.11	Carrying flashlight in weak hand
		.12	Observing activity, especially the unusual, throughout establishment
		.13	Noting employees and clientele
		.14	Noting changes of employees and clientele
		.15	Noting potential violations and violators
		.16	Noting changes in physical facilities
		.17	Avoid lingering

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

Instructor's Notes

Have group PRACTICE inspecting a vehicle on a two-way street and on a one-way or simulated one-way street.

15.4 SHOW a hotel and motel register and POINT OUT information available.

16. DEVELOP by questioning class to supply EXAMPLES of such establishments.

.9 EXPLAIN using 15 second count. In some situations keep one eye open to see while dark adapting other eye.

.12 Ask group to CITE examples of the unusual.

Take group to dimly lighted establishment to PRACTICE inspecting.

	STEPS		KEY POINTS
17.	Inspect locations considered a law enforcement hazard	17.1	At time violations most likely to occur
		.2	More frequently and intensively where crime rate is high
		.3	Varying avenue of approach, points of entry, and exit
		.4	Checking physical arrangement, entrances, and exits
		.5	Talking with persons who frequent the location
		.6	Keeping known criminals away, legally, or under surveillance
		.7	Advising clientele and attendants of crime preventive procedures
		.8	Noting potential violations and preventing them from becoming actual
		.9	Determining how the hazards can be reduced
		.10	Reporting recommendations to supervisor
18.	Develop sources of information	18.1	Selecting persons with vantage occupations
		.2	Recording data about source on Information on Personalities form (See Appendix K, page 233)
		.3	Building confidence
		.4	Gathering law enforcement intelligence
		.5	Determining conspicuousness by source and circumstances
19.	Interrogate suspicious persons	19.1	When time, place, appearance, and/or actions of a person appears to be out of the ordinary
		.2	To know unusual people or criminals on the beat
		.3	Approaching with caution
		.4	Remaining at a discreet distance

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

Instructor's Notes

17. DEVELOP examples by questioning class. (Parks, alleys, outdoor theaters, etc.)
QUESTION learner WHY he selected the location.
EMPHASIZE the importance of notebook in gathering law enforcement intelligence for study.

.8 CITE examples: Quarreling, Drunk going to car to drive, etc.

.10 Have each learner PREPARE and SUBMIT a memorandum on this step using information from his experience.

18.2 SHOW and EXPLAIN how Information on Personalities form (Appendix K, page 233) is used. TELL group information may be recorded over a period of time, not necessarily from one interview.

19.1 EMPHASIZE the importance of thoroughly knowing people on the beat.

STEPS		KEY POINTS
	19.5	Asking as few questions as possible
	.6	Keeping strong side away from person being interrogated
	.7	Speaking in conversational tone
	.8	Recording all field interrogations
	.9	Completing Persons Report later (See Appendix E, page 226)
	.10	File checking selected suspicious persons
	.11	Maintaining wanted persons list
	.12	Determining if wanted, runaway, or lost
20. Report in	20.1	As ordered or scheduled
	.2	To dispatcher
	.3	For security check
	.4	Within 10 minute leeway of designated time
	.5	Varying time and location
	.6	Selecting sheltered location during inclement weather
	.7	Identifying location and telephone number
	.8	Using identifying code
	.9	Having pen and notebook ready for note taking
	.10	Obtaining pertinent information
	.11	Arranging for information pick-up point, when necessary
	.12	Keeping conversation brief and to official business only
	.13	Recording dispatcher's name
	.14	Recording time and location of report in
	*.15	Closing call box door quietly
	*.16	Keeping outdoor public phone booth light off by leaving door open
	*.17	Dialing operator only if silence required
	*.18	Cupping flashlight head with hand

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

Instructor's Notes

19.5 EMPHASIZE how this is done and why it is done in this manner. EMPHASIZE officer's courtesy.

.8 SHOW and EXPLAIN Persons Report form (Appendix E, page 226). DEMONSTRATE how it is filled in.

.9 EXPLAIN how the information is used later by other divisions.

20.3 EMPHASIZE learner's safety.

.7 EXPLAIN and give EXAMPLES.
TELL WHY this may be necessary.

.10 EXPLAIN and give EXAMPLES.

.13 Have group PRACTICE making such an entry in their notebooks while standing.

LAW ENFORCEMENT OFFICER TRAINING

OFF DUTY RELIEF

STEPS	KEY POINTS
21. Proceed to watch relief point	21.1 Meeting the relief officer
	.2 At end of duty hours
	.3 At pre-determined location
	.4 Varying time and route pattern
	.5 Handling violations witnessed enroute
	.6 Arriving after relief officer
22. Meet the relief officer	22.1 To be properly relieved of beat
	.2 Recording:
	.1 Name
	.2 Number
	.3 Time
	.4 Location
	.3 Providing pertinent information:
	.1 Cases requiring follow-up
	.2 Requests for law enforcement intelligence
	.3 Law enforcement hazards
	.4 Previous information
	.5 Safety hazards
	.6 Changes in trafficways
	.4 Selecting next watch relief point:
	.1 Having good view of beat
	.2 Should be inconspicuous
	.3 Sheltered location during inclement weather
	*.4 Should be lighted and safe
	.5 Varying the location
	.6 Recording the location
	.5 Turning beat over to relief officer
	.6 Notifying the dispatcher when unable to make contact
23. Proceed to headquarters	23.1 Completing and turning in required reports
	.2 Varying time and route pattern
	.3 Handling violations witnessed enroute
	.4 Reporting off duty to supervisor or dispatcher upon arrival

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

Instructor's Notes

22.3 **EMPHASIZE** the necessity and importance of cooperation on patrolman's level.

23.1 Have the group supply EXAMPLES of reports they are required to turn in at the end of a watch.

STEPS		KEY POINTS	
		23.5	Avoid loitering in business offices
24.	Complete required reports	24.1	Recording activities and law enforcement intelligence
		.2	Before leaving headquarters
		.3	Using pen or typewriter
		.4	Properly and legibly
		.5	Officer's Watch Activity Report (See Appendix L, page 234)
		.6	Turning in reports to supervisor
		.7	Retaining a copy of all reports for personal file

PATROLLING ON FOOT - DAYTIME - *NIGHTTIME

Instructor's Notes

23.5 Standing around in the office creates a poor impression to the public.

24.5 SHOW an EXAMPLE and EXPLAIN its value to supervisors and commanders for planning purposes and their use in completing required reports.

DETAILS FOR SETTING UP RECONNAISSANCE PATROL SITUATION (for Steps #5 through #8)

Adjacent to the training site, locate a two block area to be used for a reconnaissance patrol which is to be completed in four minutes.

The desirable features should include at least one large off street parking facility.

Select a vehicle or place it there yourself, being certain it cannot be associated with you. Record the necessary information to be given the officers:

1. Vehicle's manufacturer
2. Type
3. Year
4. Color
5. License Number
6. Distinguishing features
7. Contents

Supply the officers with the necessary information.

Explain the boundaries of the two block beat.

Emphasize the importance of selection and the time element.

Have the officers go out into the field to locate the vehicle reminding them of the four minute limitation. Observe and note the group's performance.

When all officers have returned to class, review what they did and accomplished. Point out errors observed in their performance and explain the errors.

Training Procedure No. 3

PATROLLING IN AN AUTOMOBILE - DAYTIME - *NIGHTTIME

INTRODUCTORY INFORMATION:

Since the uniformed officer is more effective in preventing crime when constantly patrolling, it also follows that a properly and conspicuously marked automobile is more effective when kept constantly on patrol. The law enforcement officer must realize that a patrol car is an expensive piece of equipment and only when properly used can it aid him in performing his duties more efficiently and safely, while at the same time providing economical law enforcement services to the community.

Proper patrolling in an automobile is by far the most efficient method of providing law enforcement services to a large area. An officer can check a beat involving a greater area more often and with less fatigue with a patrol car than by foot. The patrol car radio affords constant and instant contact with headquarters and other patrol cars should assistance be required for the officer's safety. Calls and assignments can be answered more rapidly, thereby, increasing the officer's efficiency and improving the services rendered. It provides protection during inclement weather and in gun battles. It permits carrying and having readily available a variety of equipment, thereby, making the officer practically self-supporting. The transporting of officers, prisoners, and other authorized persons are more easily and rapidly handled. A patrol car provides the officer with an element of surprise due to the patrol car's speed and mobility.

There are many other advantages in the use of a patrol car than those listed above, however, the real value of patrolling in an automobile is dependent upon the officer using the car properly and effectively.

EQUIPMENT NEEDED:

- Accident Investigation Kit
  - Crayon, Marking (yellow lumber)
  - Paper, Graph
  - Tape Measure, 100 ft. Metal Reinforced Cloth
  - Tape Measure, 10 ft. Spring Steel (white surface)
  - Template, Accident Investigator's
- Bags, Evidence
- Baton, Traffic (red)
- Belts, Safety Seat
- Bulb, Traffic Baton (extra)
- Camera Kit
  - Bulbs, Flash
  - Camera
  - Flash Unit (battery condenser type)
  - Film
- Clipboard
- Code Book, Motor Vehicle

Note: Items identified by an asterisk pertain to nighttime patrolling only.

PATROLLING IN A PATROL VEHICLE - DAYTIME - *NIGHTTIME

TIME ALLOTTED: 10 hours

OBJECTIVES:

1. To promote those methods and techniques of automobile patrolling which increase the effectiveness of the officer.
2. To stress safety factors in the operation of the patrol vehicle.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

Cars, Civilian (2)
Cars, Patrol (2)
Chalkboard, chalk, and eraser, or chart pad
China marking pencil or black crayon
Model, (steel or plastic) civilian car (1)
Model, (steel or plastic) patrol car (1)
Models, House and building

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 3, pp. 21-32.

INTRODUCING THE LESSON:

Use the Introductory Information from the procedure.

READ list of equipment in Procedure, at conclusion explain to learners that this represents the ideal.
ASK if there are any questions about this equipment.

Training Procedure No. 3

LAW ENFORCEMENT OFFICER TRAINING

- Code, Radio
- Compass, Magnetic
- Credit Card, Gasoline, Departmental
- Desk, Patrol Car
- Fire Extinguisher, Carbon Dioxide
- First Aid Kit
- Forms, Prepared Report (as required)
- Gloves, Driving
- Helmet, Safety
- Holder, Riot Baton
- Holder, Traffic Baton
- Holder, Fire Extinguisher
- Holder, First Aid Kit
- Holder, Flashlight
- Holder, Electric Lock Shotgun
- Holder, Shotgun Shell
- Keys, Patrol Car
- Light, Interior (Manually operated only)
- Light, Emergency Beacon
- Light, Plug-in Spot (with 100' cord)
- Lights, Two Spot
- Mirrors, Outside Rear View (2)
- Panel, Switch
- Radio, Three-way
- Raincoat
- Rescue Kit
  - Bar, Crow and/or wrecking
  - Blanket
  - Crash-axe, Shock Proof
  - Fusees, Red, 30 Minute (12)
  - Gloves, Cloth (plastic coated)
  - Holders, Fusee (12)
  - Rope, 1/2" Polypropylene or Nylon (100 ft.)
  - Stands, Fusee (2)
- Screen, Folding Plexiglass Dividing
- Shotgun, Riot
- Signal, Recall
- Siren, Vehicle (Electronic)
- Speedometer, Calibrated (with lock button)
- Tags, Property

GENERAL SAFETY PRACTICES:

Be constantly alert for potential personal hazards
Maintain physical fitness
All eyeglasses, including sunglasses, should have hardened lens and be prescribed by an oculist
Use safety seat belts
Do not drive when ill
Maintain proper vehicle ventilation
Keep the vehicle under control at all times
Obey all traffic laws
When leaving vehicle, notify dispatcher as to location
Park properly
Approach all persons and things with caution
*To maintain night vision when driving, focus eyes slightly away from bright head lights
*Close eye nearest bright light, in order to maintain night vision
Effectiveness of senses is impaired during vehicle operation

Teaching Guide No. 3

PATROLLING IN A PATROL VEHICLE - DAYTIME - *NIGHTTIME

REVIEW general safety practices. **ASK** class if there are any questions concerning any of the safety practices.

Training Procedure No. 3

LAW ENFORCEMENT OFFICER TRAINING

ON DUTY RELIEF

STEPS	KEY POINTS
1. Prepare for watch	1.1 Obtaining assigned patrol car at headquarters
	.2 Inspecting patrol car: (See Appendix O, page 237)
	.1 Serviceability of vehicle and equipment
	.2 Condition of exterior and interior
	.3 Recording and reporting damage to supervisor
	.4 Quantity of fuel and oil
	.5 Testing electrical equipment and brakes
	.6 Verifying performance of radio
	.7 Counting quantity and determining serviceability of auxiliary equipment
	.8 Searching interior for discarded weapons, evidence, and lost or forgotten property
	.9 Removing all unofficial objects
	.10 Recording patrol car number, starting mileage, and time
	.11 Signalling "On Duty" to dispatcher, using approved radio code
2. Proceed to watch relief point	2.1 Requesting beat officer to designate location
	.2 Securing safety seat belt
	.3 Obeying all traffic laws
	.4 Being a courteous driver
	.5 Keeping both hands on steering wheel
	.6 Parking properly
	.7 Parking patrol car facing exit when using off-street facilities
	.8 Being inconspicuous
	*.9 Turning off all lights
	*.10 Keeping foot off brake pedal
	*.11 Turning radio volume down
	.12 Setting emergency brake

PATROLLING IN A PATROL VEHICLE - DAYTIME - *NIGHTTIME

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Present the Lesson; Application or Tryout; and Follow Up.

EXPLAIN that there are several methods of relieving, but it is essential that the one adopted answers the two critical requirements: that of never leaving the beat unguarded; and passing along information to the relief officer so he does not go onto the beat uninformed.

Instructor's Notes

1.1 EXPLAIN this is your regularly assigned patrol car or one designated by your supervisor.

.2 CITE example of the importance of inspection. Lack of inspection can result in either embarassment or endangering of life.

.2 EXPLAIN that officers are very reluctant to admit to damage on a patrol car.

.3 EXPLAIN that by doing so, the supervisor can take steps to cure or remove the chronic crash artist.

.4 CITE example of running out of gas or oil on the beat.

.5 CITE example of failure.

.6 EMPHASIZE before leaving headquarters.

.7 CITE example of shortage causing embarassment or endangering life. EXPLAIN also that officers may swap equipment from car to car. INFORM them it is a good idea to mark equipment with patrol car number or your initials if it is personal.

.8 EXPLAIN that in the haste to go home or get a prisoner into jail things may be left in the car.

.9 CITE examples such as, newspapers, coat hangers, fusees. STRESS safety objects may be potential weapons.

.10 EXPLAIN that this is done to provide information to administration for planning.

Take class outside and have them inspect a patrol car following the key points.

2.1 EXPLAIN if this has not been predetermined have the dispatcher ascertain.

.2 STRESS as a safety factor for the officer.TELL learners to do this before starting the patrol car.

.3 EMPHASIZE to learners that even under emergency conditions the law is clear on this.

.4 EXPLAIN that courtesy is contagious.

.5 This is done for two reasons, for safety and looks best to the public.

.6 This is governed by the point selected.

STEPS		KEY POINTS	
		*2.13	Covering exposed interior lights
		.14	Turning off motor
3.	Meet with beat officer	3.1	Inspecting assigned patrol car when obtained from beat officer (See Appendix O, page 237)
		.2	Recording pertinent information regarding patrol car
4.	Relieve the beat officer	4.1	Signalling "In Service" to dispatcher

RECONNAISANCE PATROL

STEPS		KEY POINTS	
5.	Proceed to area to be reconnoitered	5.1	Selecting area (Varying avenue of approach and exit)
6.	Reconnoiter the area	6.1	Driving in lane offering best view
7.	Talk with sources of information	7.1	Alighting from patrol car
8.	Observe persons, places, and things	8.1	Realizing that effectiveness of senses is impaired during vehicle operation

STANDARD PATROL

STEPS		KEY POINTS	
9.	Proceed to location to be inspected	9.1	Driving slowly, safely, and courteously in lane offering best view
		.2	Obeying all traffic laws
		.3	Avoid starting a caravan
		.4	Using rear view mirrors
		.5	Reducing speed at all intersections
		.6	Watching for traffic violations, criminal offenses, and suspicious vehicles
		.7	Anticipating and being ready for the unusual or unexpected
		.8	Using peripheral vision
		.9	Looking down side streets and between buildings

PATROLLING IN A PATROL VEHICLE - DAYTIME - *NIGHTTIME

Instructor's Notes

3. EXPLAIN this is the same as in Step 1 and the inspection and recording are the same whether obtaining patrol car at headquarters or on the beat.

5.1 EXPLAIN not just getting behind the wheel and driving, but have a plan and purpose.
CITE examples of changing routes to and from.
EXPLAIN the value of being systematically unsystematic.

6.1 May be either inside or outside lane depending on what is being viewed.

7.1 Done as a courtesy to the person, for the safety of the officer, and the officer is at eye level with the person.

8.1 EXPLAIN that the vehicle body restricts sight, motor and radio affects hearing, exhaust fumes affect smell.

9.3 If cars begin to form a line behind the patrol car, pull off or change course so cars may string-out.

.4 To observe behind for vehicles lining up or unusual activity.

.5 EMPHASIZE for safety and to set a good driving example.

.7 EXPLAIN that as a driver you should constantly watch for a place to drive the patrol car should the unusual happen.
EXAMPLE turning down side street to avoid collision of patrol car and civilian car.

.8 DEMONSTRATE by having learner look directly at you and tell what he sees besides you. ASK group to practice at the same time.

.9 For the unusual.

STEPS		KEY POINTS
	.10	Looking for traffic hazards before taking eyes off roadway
	.11	Checking buildings in the distance from roof down to street level
	.12	Being aware of changes in trafficways
	.13	Parking occasionally to observe
	.14	Alighting from patrol car
	.15	Avoiding surveillance by others
	*.16	Using high beams on headlights when traffic conditions permit
	*.17	Avoiding unnecessary and improper use of spot light
	*.18	Using spot light in short flashes
	*.19	"Sweeping" with spot light when complete coverage required
	.20	Reducing speed when using spot light and observing
	.21	Handling pending assignments to gather information and/or complete disposition of complaint
	.22	Handling problems as they occur:
	.1	Within jurisdiction and capabilities
	.2	Requesting departmental assistance from supervisor or dispatcher when necessary
	.3	Criminal, traffic, juvenile, and special requests in that order
	.23	Recording time, location and reason for patrol interruption
	.24	Telephone service should be available at location or interruption
	.25	Varying time and location of personal breaks and meal period
	.26	Practicing techniques of observation
	.27	Covering beat as often as possible until time of relief
10. Patrol on foot	10.1	Making all inspections
	.2	Improving observations
	.1	Talking with sources of information
	.2	Interrogating suspicious persons

PATROLLING IN A PATROL VEHICLE - DAYTIME - *NIGHTTIME

Instructor's Notes

9.10 EMPHASIZE being certain you won't run into anything. TELL group if necessary stop patrol car to view.

.11 To pick out the unusual which may be a person on roof, fire, ladder against building, etc.

.12 EXPLAIN that officer should try to learn of these beforehand, particularly near new road construction where changes occur daily. Knowing these may save precious minutes.

.13 This is a particularly good technique at night to listen and look for the unusual.

.15 Being systematically unsystematic and alert for persons watching.

.17 STRESS by advising group that improper use is just like sending a telegram to the criminal that all is clear, it is a dead giveaway as to location.

.18 EXPLAIN that this is the best technique because light is hard to locate particularly when the patrol car is moving.

.19 For example when a quick double back is made or area is large and you want to pick out the unusual to inspect.

.21 CITE examples, checking dances, school activities, after hours, executing warrant, information about person, place or thing.

.22.1 EXPLAIN handling the problem legally and not tackling more than is physically or mentally possible. CITE example of officer exceeding jurisdiction or capability.

.3 QUESTION group why in this particular order.

.23 Be able to account for your actions during your tour of duty.

.25 EMPHASIZE and CITE examples of how.

.26 EXPLAIN this includes more than just seeing, it includes the other four senses, also, following a hunch at times based on an observation.

.27 This means covering the beat properly, not just driving around.

10.1 Those that are required or those that are a result of an observation.

.2 Certain observations were made while approaching with the patrol car, now a closer inspection can be made.

STEPS	KEY POINTS
	10.3 Selecting safe location to park patrol car
	.4 Parking near outdoor public telephone
	.5 Parking properly
	.6 Signalling "Out of Car", location, and reason to dispatcher
	.7 Notifying dispatcher of telephone number:
	.1 Keeping unit available for assignment
	.8 Waiting for clearance from dispatcher before leaving patrol car
	.9 Recording time "out of" and "back in" service, location, and reason
	.10 Removing patrol car keys from ignition
	.11 Taking required equipment when leaving patrol car
	.12 Opening patrol car door and alighting with caution
	.13 Closing patrol car door quietly, carefully, and safely
	.14 Locking patrol car
	.15 Signalling "Back in Car" to dispatcher
11. Stop selected moving vehicles	11.1 To interrogate occupants
	.2 To check contents or search vehicle
	.3 Selecting vehicles that are unusual:
	.1 To area
	.2 To beat:
	.1 Location in which driven
	.2 Time at which driven
	.3 Manner in which driven
	.4 Length or number of times observed in area
	.5 Altered or absence of required identification
	.6 Neglected care or condition
	.3 To occupants
	.4 To contents

PATROLLING IN A PATROL VEHICLE - DAYTIME - *NIGHTTIME

Instructor's Notes

10.6 EMPHASIZE and EXPLAIN this is for the officer's safety.

.8 If acknowledgment not received, do not leave the patrol car, keep transmitting until dispatcher replies.

.9 REMEMBER you must account for your time and actions.

.10 QUESTION group as to how many of them have had or know of a patrol car that was stolen.

.11 This will be governed by the situation to be handled. CITE example: taking shotgun or riot baton at a disturbance, flashlight at night.

.14 Particularly if you will be where you cannot see the car.

.15 Keeping dispatcher informed and not dispatch other units to search for you, or he may have an emergency assignment.

11.3 CITE EXAMPLES from personal experience or knowledge for each of key points 11.3.1 through 11.3.4.

STEPS		KEY POINTS
	11.4	Recording license number on patrol car desk pad before taking any action
	.5	Checking license number against wanted vehicle list
	.6	File checking license number with dispatcher
	.7	Requesting departmental assistance from dispatcher:
	.1	Notifying dispatcher of pursuit and route
	.2	Using beacon and siren during pursuit
	*.8	Selecting parking place for stop--well lighted at night
	.9	Avoiding busy location
	.10	Watching for discarding of weapons or evidence
	.11	Noting possible avenues of escape open to occupants
	.12	Driving patrol car to the left of and about two feet behind driver of selected vehicle
	.13	Turning on emergency beacon light
	.14	Attracting driver's attention with series of short horn signals
	*.15	Attracting driver's attention by flashing or sweeping spotlight or flashlight across mirrors at night
	*.16	Avoid blinding driver
	.17	Using siren as last resort
	.18	Ordering driver where to stop and park in loud clear voice
	.19	Using hand signals to designate correct stopping place
	.20	Avoid "overshooting" vehicle
	.21	Keeping alert to erratic movement of vehicle
	.22	Falling in behind vehicle to be stopped
	.23	Maintaining assured clear distance

PATROLLING IN A PATROL VEHICLE - DAYTIME - *NIGHTTIME

Instructor's Notes

11.4 QUESTION group as to why they think this should be done. EMPHASIZE license number should be recorded accurately.

.6 STRESS giving accurate information to dispatcher.

.7 If for a sound reason you think this vehicle and driver must be apprehended, CITE examples.

.2 Done during high speed pursuit, particularly to cover the officer should an accident result from the pursuit.

.8 QUESTION group as to why a well lighted area should be selected.

.12 DEMONSTRATE using model cars, SHOWING top view by placing on vertical surface, SHOWING side view by placing on table top.

.18 EXPLAIN that the officer may need to roll down the opposite window during the pursuit.

.19 DEMONSTRATE proper hand signals.

.20 }
.21 } SHOW what happens when driver suddenly applies brakes or turns, using model cars on a vertical surface.

	STEPS		KEY POINTS
		11.24	Parking vehicles out of traffic lanes
		.25	Stopping and parking 8 to 15 feet behind vehicle and about 2 feet to the left
		*.26	Turning on left and right spotlights
		.27	Notifying dispatcher of vehicle stop, description of vehicle, location of, and reason for stop
		.28	Watching occupants and interior of vehicle through rear and side windows
		.29	Keeping alert for any quick or furtive movements by occupants
		.30	Paying particular attention to hands and shoulders of occupants
		.31	Looking in rear view mirrors for approaching traffic
		.32	Unfastening revolver holster flap
		.33	Taking required equipment
		*.34	Carrying flashlight in weak hand
		.35	Alighting from patrol car after receiving reply on file check and clearance from dispatcher--with caution
		.36	Approaching vehicle from left side--slowly and carefully
		.37	Using caution when passing vehicle's blind spot
		.38	Stopping at the rear of the vehicle's front door
		.39	Keeping back to approaching traffic when one occupant only
		.40	Facing side of vehicle when front and and rear seats occupied
12.	Search selected vehicles	12.1	Selecting vehicles:
		.1	Wanted in connection with a crime
		.2	Similar in description to wanted vehicles
		.3	With indications of having been used in crime

PATROLLING IN A PATROL VEHICLE - DAYTIME - *NIGHTTIME

Instructor's Notes

11.25 SHOW using model cars.
The two feet to the left provides a safety land to walk in.

.26 Aiming left light parallel to violator vehicle, right light through rear window.

.27 STRESS this is for officer's personal safety.
.28
.29
.30 EXPLAIN this is done while still seated in the patrol car.
.31
.32 This should be done for the officer's safety and not obvious to the person stopped.

.33 CITE examples, flashlight, citation book, etc.

.34 To keep strong hand free, TELL group they must practice this all the time.
.35 Being certain it is safe to alight.

The learners will practice the application of Step 11 after receiving the presentation on Step 13.

12.1.1 CITE examples - recent bank robbery - burglary.
.2 CITE examples - hit and run - stolen. EXPLAIN that many times descriptions are vague or inaccurate.
.3 CITE examples from experience or such as car heavily loaded, welding tanks obvious, bullet holes, etc.

STEPS	KEY POINTS
	12.1.4 Having suspicious occupants
	.5 As a result of questioning occupants
	.2 Arresting occupants first
	.3 Requesting permission of driver, if no arrest made
	.4 Checking contents or gathering evidence
	.5 Notifying dispatcher of location of wanted vehicle
	.6 Verifying identification of wanted vehicle with dispatcher
	.7 Requesting dispatcher to:
	.1 Notify responsible investigating officer of find
	.2 Ascertain further instructions regarding disposition
	.8 Requesting departmental assistance from dispatcher if:
	.1 Any occupant is wanted for or suspected of a felony
	.2 Any occupant is known or suspected of being armed or dangerous
	.3 Vehicle is occupied and is to be searched in the field
	.9 Removing all occupants
	.10 Watching for approaching traffic
	.11 Requesting or ordering driver to get out first--slowly
	.12 Keeping out of range of open door
	.13 Keeping driver between officer and occupants until all have alighted from vehicle
	.14 Selecting and moving to safe position on right side of vehicle
	.15 Walking behind vehicle
	.16 Requesting or ordering passengers to get out right side of vehicle in following order: right front seat, right rear seat, and left rear seat

PATROLLING IN A PATROL VEHICLE - DAYTIME - *NIGHTTIME

Instructor's Notes

12.1.4 Those whose occupants indicate the unusual.

.5 Should their answers be vague or inconclusive.

.2 EXPLAIN this is in accordance with the laws of evidence, so any evidence found is admissable in court during prosecution.

.3 EXPLAIN the officer should explain the situation to the driver or owner, telling him why he should allow the searching of the vehicle.

.7.1 EXPLAIN if the responsible investigating officer wants you to stand-by at the scene.

.2 You will get instructions to do so, thereupon, the investigating officer will assume further action.

.8 DISCUSS balance of Key Points through 12.30.

STEPS		KEY POINTS
	12.17	Watching passengers to prevent discarding of evidence
	.18	Having passengers face away from officer
	.19	Keeping passengers in view at all times and away from vehicle
	*.20	Re-aiming right spot light on occupants
	.21	Standing outside of spot light beam behind opened right front door of patrol car
	.22	Examining every part of vehicle, systematically
	.23	Searching left then right side of vehicle, front to rear and back again
	.24	Searching logical places
	.25	Avoid unnecessarily damaging vehicle or contents
	.26	Collecting all evidence and items of value as law enforcement intelligence
	.27	Looking for objects foreign to occupants or vehicle
	.28	Calling the attention of witnessing officer to found evidence
	.29	Recording:
	.1	Description of evidence
	.2	Circumstances under which found
	.3	Name of witnessing officer
	.30	Avoid overlooking any possible hiding place
13. Stop selected pedestrians	13.1	Those wanted or suspicious persons
	*.2	Selecting well lighted location for stop at night
	.3	Avoid busy locations
	.4	Noting possible avenues of escape
	.5	Approaching pedestrian from the rear
	*.6	Stopping patrol car at slight angle to curb to illuminate area

Instructor's Notes

12.22 EXPLAIN start with exterior first by raising hood and examining left side of motor area.

.24 EXPLAIN this is a field search, for a detailed search, the vehicle should be impounded.

ASK group if they have any questions and answer same.

Take class outside for the application phase of STOPPING VEHICLE according to the Key Points in Step 11. Use two patrol cars, with all learners in the cars and one being driver in each. Perform once, then change drivers and perform again. Other learners will observe the two performances.

At the conclusion of the above, return to parking area and select one learner for each car to SEARCH VEHICLE according to Key Points 12.22 through 12.30, others will observe.

13.5 thru .9 DEMONSTRATE Key Points 13.5 thru 13.9 by using model car.

DRAW lines indicating street and sidewalk on chartboard or chalkboard. DRAW pedestrian and SHOW correct position of patrol car to pedestrian.

LAW ENFORCEMENT OFFICER TRAINING

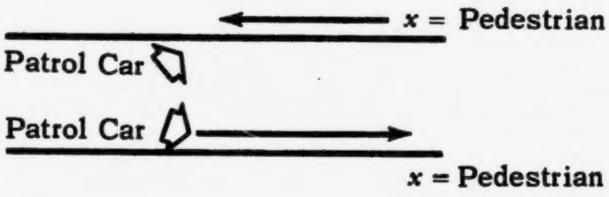
	STEPS		KEY POINTS
		13.7	Avoid violating traffic law
		.8	Avoid "overshooting" pedestrian
		*.9	Stopping ahead of pedestrian when approaching from front making certain he cannot pass patrol car before officer alights
		.10	Unfastening revolver holster flap
		.11	Watching for any quick or furtive movements when alighting from patrol car
		.12	Paying particular attention to pedestrian's hands
14.	Inspect unoccupied homes	14.1	Temporarily unoccupied
		.2	Upon request
		.3	Removing evidence of non-occupancy
		.4	Completing Unoccupied Home Report (See Appendix P , page 238)

OFF DUTY RELIEF

	STEPS		KEY POINTS
15.	Proceed to watch relief point	15.1	Notifying relief officer of designated location
16.	Meet with beat officer	16.1	Recording ending mileage
		.2	Removing all personal equipment
		.3	Notifying relief officer of any damage or desired repairs to patrol car and shortage of auxiliary equipment
		.4	Turning patrol car over to relief officer
		.5	Signalling "Out of Service" to dispatcher when patrol car not turned over to relief officer
		.6	Signalling "Off Duty" to dispatcher when patrol car turned over to relief officer
17.	Proceed to headquarters	17.1	Turning in patrol car at garage

Instructor's Notes

.9 DRAW on chalkboard


x = Pedestrian
Patrol Car
Patrol Car
x = Pedestrian

15.1 EXPLAIN if this has not been predetermined.

16.2 EMPHASIZE particularly when car is to be used on another watch.

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
18. Complete required reports	18.1 Turning in found property and evidence to property officer
	.2 Completing Property Tag (See Appendix Q, pages 239 - 240)

18.1 EMPHASIZE being certain the evidence or property is properly handled.

MISDEMEANORS WITNESSED BY OFFICER, HANDLING

INTRODUCTORY INFORMATION:

There are a great many laws regulating a person's behavior. Violation of these laws, in the majority of instances, constitutes a misdemeanor. Because these laws tend to regulate behavior they present a constant challenge to an officer's judgement and analyzing ability. The perpetration of a misdemeanor knows no social status. Persons on any rung of the social ladder may inadvertantly or deliberately commit an offense.

Community security is almost entirely dependent upon officers assigned to the area. Witnessing an offense and the subsequent proper handling by the officer serves the community and officer to the best advantage. Anything an officer does legally to deter offenses will certainly receive the approval of the public and the officer's supervisors.

EQUIPMENT NEEDED:

- Bags, Evidence
- Camera Kit
  - Bulbs, Flash
  - Camera
  - Film
  - Flash Unit (battery condenser type)
- Citation Book
- Clipboard
- Compass, Magnetic
- Crayon, Marking (lumber yellow)
- Form, Preliminary Investigation Field Report
- Handcuffs
- Knife, Pocket
- Notebook, Pocket
- Paper, Graph
- Pen, Ball Point
- Pencil, Mechanical
- Ruler, Architects'
- Tags, Evidence
- Tape Measure, 100 ft. Metal Reinforced Cloth
- Tape Measure, 10 ft. Spring Steel (white surface)

GENERAL SAFETY PRACTICES:

Be calm
Under all circumstances, notify dispatcher of location before leaving patrol car
Be constantly alert for potential personal hazards
Smoking should be avoided
Be certain you understand and are understood

Teaching Guide No. 4

MISDEMEANORS WITNESSED BY OFFICER, HANDLING

TIME ALLOTTED: 5 hours

OBJECTIVES:

1. To lay a solid foundation for the learner so that he might build a sound case.
2. To point up and emphasize safety factors to avoid personal injury.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

Chalkboard, chalk and eraser, or chart pad

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 4, pp. 33-38

INTRODUCING THE LESSON:

Use the Introductory Information in the procedure.

READ and DISCUSS General Safety Practices. CITE examples of why.

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Present the Lesson; Application or Tryout; and Follow Up.

Inform the class that the majority of cases they will handle will be misdemeanors and these will provide valuable experience.

Training Procedure No. 4

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
1.	Witness the misdemeanor	1.1	Using the senses
		.2	Recognizing the elements that constitute the offense
		.3	Noting general identification characteristics of perpetrator
		.4	Noting time, place, and other witnesses
		.5	Requesting, when possible, other witnesses to remain
2.	Apprehend perpetrator	2.1	As soon as practical
		.2	Approaching with caution
		.3	Keeping arrestee away from strong hand side
		.4	Speaking clearly
		.5	Commanding, "Don't move!"
		.6	Ordering perpetrator to move only as told
		.7	Informing, "You are under arrest!"
		.8	Preventing violence
		.9	Using only that amount of force necessary to overcome resistance
		.10	Using special care with women, juveniles, and mentally ill
		.11	Noting what is said by arrestee
		.12	Answering inquiries courteously and concisely
3.	Identify arrestee	3.1	Being certain it is same person that committed the offense
		.2	Noting particular identification characteristics:
		.1	Clothing worn
		.2	Body features
		.3	Speech
		.4	Mannerisms
		.3	Requesting arrestee pronounce and spell name and give present address
		.4	Requesting or searching for identification documents

MISDEMEANORS WITNESSED BY OFFICER, HANDLING

Instructor's Notes

1.1 EXPLAIN this is when the five senses come into play.
IDENTIFY the five senses.
CITE examples of how each may be used to detect offense or ASK learners to cite examples.

.2 CITE examples of elements of offense by selecting misdemeanor statute and identifying the elements.

.3 QUESTION learners as to what they think your general identification characteristics are. (Examples: white-male-adult)

.4 EMPHASIZE importance in building solid case and requires only a second to glance at your watch and the area around you.

.5 Also assists in building a solid case.

2.3 ASK learners why.

.4 DEMONSTRATE and EMPHASIZE.

.5 DEMONSTRATE and EMPHASIZE.

.9 CITE examples of using only necessary force.

.10 EXPLAIN that courtesy and patience are a must.

.11 EXPLAIN that the comments made may be used in evidence.

3.1 REVIEW general identification characteristics.
CITE example how they help identify the offender in a crowd.

.2 ASK learners to identify particular characteristics.

  .1 From top down.

  .2 Heavy-light-one arm-broken nose-scars-heavy eyebrows-etc.

  .3 Accent-impediment-cultured-effected from alcohol or narcotics - sloppy.

  .4 Nervous habit-motions.

.4 ASK learners "What documents would be acceptable?"
EXPLAIN that all documents are subject to forgery or theft.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	3.5	When requesting, accept only identification documents
	.6	Checking verbal information against document
	.7	Noting discrepencies
	.8	Questioning arrestee further, depending on answers given
4. Issue citation (If not arresting)	4.1	According to departmental policy
	.2	When reasonably certain perpetrator will appear
	.3	Filling out form while standing in a safe location
	.4	Using prescribed form (See Appendix R, page 241)
	.5	Establishing time and date mutually agreeable, for court, officer, and perpetrator, when possible
	.6	Printing information legibly
	.7	Rechecking information on citation for accuracy
	.8	Handing citation and all documents to the perpetrator
	.9	Asking perpetrator if information on citation is understood clearly
	.10	Having perpetrator sign citation
5. Secure arrestee	5.1	Handcuffing hands behind back, palms out, key holes up, double lock pins away from arrestee
	.2	Handcuffing to fixed object
	.3	Assuring arrestee that his rights will be protected
	.4	Keeping all unauthorized persons away
	.5	Preventing arrestee from injuring himself or others
	.6	Preventing others from injuring arrestee
	.7	Isolating arrestee from exits, when possible

MISDEMEANORS WITNESSED BY OFFICER, HANDLING

Instructor's Notes

3.5 NEVER accept entire wallet or purse. Only documents.

.6 LOOK at document carefully. Especially those with physical description information.

4.1 DETERMINE from learners if the citation is used for violations other than traffic.
HAVE learners cite examples of violations.

.3 ASK learners to describe safe location. Examples: shoulder of road, back to wall, etc.

.6 EMPHASIZE.

.7 EMPHASIZE.

.10 EXPLAIN that this provides verification that the offender has received the citation.

5.1 DEMONSTRATE using learner and by following key point.
REQUEST learners to pair off and practice.
CHECK and CORRECT mistakes as learners practice.

.2 CITE examples and EXPLAIN why.

.3 Telling arrestee that his rights may be asserted at the proper time and place.

.6 CITE examples.

.7 ILLUSTRATE by using the room you are instructing in.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS	
		5.8	Refusing requests of arrestee and/or persons wishing to see or speak to him at the scene
6.	Search arrestee	6.1	After arrest
		.2	After handcuffing
		.3	Informing arrestee that search will be made
		.4	Isolating searcher and arrestee
		.5	Adhering strictly to laws of search for weapons and evidence
		.6	For safety
		.7	Using spread-eagle method
		.8	Removing all metal objects that may be potential weapons
		.9	Completing bodily search even though weapon or evidence found
		.10	Using female officer or trusted adult woman on females
		.11	Calling for assistance, when necessary
7.	Gather evidence	7.1	To legally substantiate facts
		.2	Completing Preliminary Investigation Field Report (See Appendix S, page 242)
		.3	Before or after removal of arrestee, as appropriate
		.4	Contacting other witnesses for:
		.1	Name
		.2	Address
		.3	Information about offense
		.4	Availability to testify
		.5	Searching scene systematically
		.6	Observing minutest detail
		.7	Including area adjacent to crime scene
		.8	Collecting sufficient amount of specimens for scientific examination
		.9	Placing in appropriate containers

MISDEMEANORS WITNESSED BY OFFICER, HANDLING

Instructor's Notes

6.1 QUESTION learners, "Why after arrest?"

.2 QUESTION learners for reasons.

.5 EXPLAIN these are complied with when it is ascertained that you are going to arrest and the reason for it has been established.

.7 DEMONSTRATE by using learner.

HAVE learners pair off and practice.
CHECK and CORRECT mistakes of learners.

.9 CITE examples of more than one weapon or overlooking evidence.

7.3 EXPLAIN arrestee may have been removed by another officer.

.5 ILLUSTRATE by using classroom.

.8 EXPLAIN too much is better than not enough.

	STEPS		KEY POINTS
		7.10	Avoiding contamination by using separate containers
		.11	Recording description and location found
		.12	Recording names and addresses of persons having knowledge or possession of evidence
		.13	Initialing in suitable place on evidence
		.14	Avoiding damage for scientific examination
8.	Remove arrestee from scene	8.1	Taking to jail
		.2	Walking to jail, if practical
		.3	Calling supervisor to arrange for transportation
		.4	In patrol car or patrol wagon
		.5	Removing high or spiked heel shoes from females
		.6	Refusing requests for unauthorized means of transportation
		.7	Placing arrestee on front seat, when alone and without screen
		.8	Placing arrestee on rear seat, if screen provided
		.9	Locking doors
		.10	Refusing requests to smoke, get out of or change positions in patrol vehicle
		.11	Noting statements made by arrestee, for later recording
		.12	Keeping constantly alert against personal attack
9.	Process arrestee	9.1	Upon arrival at jail
		.2	Consigning arrestee to jailer
		.3	Furnishing necessary information
		.4	Assisting or filling in all forms as required
		.5	Removing handcuffs where and when designated

MISDEMEANORS WITNESSED BY OFFICER, HANDLING

Instructor's Notes

7.13 ILLUSTRATE suitable places on selected pieces of evidence, such as: a hammer, a stone, revolver, etc.

8.6 CITE examples - pleading mother - female wanting to call taxi - etc., or from own experience.

.10 EXPLAIN for safety of officer and to prevent affecting chemical tests.

.11 EXPLAIN this may be "RES GESTAE" - information or statements made to the first person - spontaneously - may be admitted in evidence, when they pertain to the act and facts in the situation.

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
	9.6 Keeping constantly alert against attack or escape
10. Submit evidence	10.1 Maintaining legal chain
	.2 To property officer
	.3 Filling in forms as required
	.4 Recording:
	.1 Time
	.2 Property officer's name and number
	.3 Location stored
11. Submit reports	11.1 To supervisor
	.2 To complete disposition
	.3 Before going off duty
	.4 For department information
	.5 For use in prosecution
	.6 Using Preliminary Investigation Field Report form (See Appendix T, page 243)
	.7 Typed
	.8 Referring to notes
	.9 Including who-what-why-when-where-and how (See Appendix U)
	.10 Spelling correctly
	.11 Choosing words carefully
	.12 Avoiding legalistic words, phrases, or slang
	.13 Being objective in information
	.14 Using only widely accepted abbreviations
	.15 Using quotation marks for exact words spoken or written by persons
	.16 Reviewing and editing the report before submitting

MISDEMEANORS WITNESSED BY OFFICER, HANDLING

Instructor's Notes

10.1 DEFINE legal chain of evidence as "Being able to account for the evidence from the time of its discovery to its appearance in court as an exhibit."

11. TELL learners: "It is easiest to compile report in chronological narrative form. Start with the call from dispatcher and relate everything you did during investigation, being certain every inclusion is factual and the answers to who, what, why, when, where, and how can be found in the report.

11.9 EMPHASIZE.

.10 USE the dictionary when in doubt.

.12 CITE examples. Res Gestae, Party of the First Part, Narco, Queer, Fairy, etc.

.16 EMPHASIZE by telling group their reports reflect their personal ability or intelligence.

Training Procedure No. 5

MISDEMEANOR NOT WITNESSED BY OFFICER, HANDLING

INTRODUCTORY INFORMATION:

Three major considerations must be given to the handling of any criminal law violation. First, the law must be complied with; second, that the departmental regulations be adhered to; and third, that a disposition which is satisfactory, within the above requirements, to the complainant be achieved.

There are many times, when an offense is committed, that the complainant will desire or demand that action be taken by the officer. But, because of the type of offense the officer will be unable to act due to the requirements of the law. It is difficult to convince the complainant under such circumstances that there is nothing the officer can do to enforce the law.

Most law enforcement departments are operating under the handicaps of manpower shortage and excessive case and work loads. Departmental regulations which limit the extent of handling in certain cases are a justifiable result of such handicaps.

The complainant, on the other hand, still has a problem which is of the utmost concern and has sought the assistance of the officer in solving the problem. A satisfactory disposition still may be achieved, even though the officer is limited by law and departmental regulations, by performing the proper handling procedure.

EQUIPMENT NEEDED:

Bags, Evidence
Camera Kit:
  Bulbs, Flash
  Camera
  Film
  Flash Unit (battery condenser type)
Citation Book
Clipboard
Compass, Magnetic
Crayon, Marking, (lumber yellow)
Form, Persons Report
Form, Preliminary Investigation Report
Handcuffs
Knife, Pocket
Notebook, Pocket
Paper, Graph
Pen, Ball Point
Pencil, Mechanical
Ruler, Architects'
Tags, Evidence
Tape Measure, 100 ft. Metal Reinforced Cloth
Tape Measure, 10 ft. Spring Steel (white surface)

MISDEMEANOR NOT WITNESSED BY OFFICER, HANDLING

TIME ALLOTTED: 4 hours

OBJECTIVES:

1. To instruct the officer in the ways and means of achieving a disposition which can be satisfactory to all concerned.
2. To indicate to the officer to what extent he may have to go in the handling procedure.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

Chalkboard, chalk and eraser, or chart pad

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course, Unit I, Procedure No. 5, pp. 39-46.

INTRODUCING THE LESSON:

5 min. Use the Introductory Information in the procedure.

Training Procedure No. 5

LAW ENFORCEMENT OFFICER TRAINING

GENERAL SAFETY PRACTICES:

Be calm
Notify dispatcher of location, before leaving patrol car, under all circumstances
Be constantly alert for potential personal hazards
Smoking should be avoided

	STEPS		KEY POINTS
1.	Receive assignment and information	1.1	From dispatcher
		.2	From citizen, notifying dispatcher
		.3	Recording on Patrol Car desk pad:
		.1	Time received
		.2	Location of scene
		.3	Type of crime
		.4	Person to be contacted and/or complainant and address
		.4	Repeating location to dispatcher
		.5	Stopping patrol car before writing
		.6	Requesting verification for accuracy
2.	Proceed to scene	2.1	Driving safely
		.2	Immediately, unless otherwise instructed
		.3	Using extreme caution when disobeying traffic laws
		.4	Avoiding use of red light and siren unless otherwise instructed
3.	Arrive at scene	3.1	Parking properly
		.2	Notifying dispatcher of exact location
		.3	Signaling dispatcher "out-of-service"
		.4	Removing ignition key
		.5	Recording time of arrival
		.6	Taking required equipment
		.7	Alighting from patrol car with caution
		.8	Locking patrol car
		.9	Entering all premises with caution
		.10	Approaching all persons and things with caution
4.	Observe scene and situation	4.1	To determine course of action
		.2	Selecting safe location for officer

MISDEMEANOR NOT WITNESSED BY OFFICER, HANDLING

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Present the Lesson; Application or Tryout; and Follow Up.

The handling of a misdemeanor not witnessed by the officer is a test of his personal contact ability, plus the ability to analyze the problem posed; then to ultimately dispose of the problem satisfactorily.

Instructor's Notes

1.2 EXPLAIN being certain to obtain clearance before handling.

2.4 ASK learners why?

3.2 EMPHASIZE.
.3 EMPHASIZE.
.4 STRESS.
.5 EXPLAIN this starts your timetable concerning the investigation and fits into the chronological sequence of events in the handling procedure.
.6 Notebook, flashlight, riot baton, or whatever is necessary depending on the type of complaint.
.9 CITE EXAMPLE of officer being attacked because he was not cautious upon entering.

4.2 One location is usually safer than others. EXAMPLE-Back to wall, next to door, so whole room may be scanned.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	4.3	Scanning persons present for weapons
	.4	Scanning area for potential weapons
	.5	Physical and mental condition of persons involved
	.6	Mood and state of by-standers
	.7	Being alert to conversations
	.8	For future information
5. Preserve the peace	5.1	To prevent violence
	.2	Requesting or ordering all concerned to desist
	.3	Separating combatants
	.4	Quieting or calming persons present
	.5	Removing or isolating complainant and perpetrator
	.6	Calling for assistance when necessary
	.7	Requesting assistance of persons present
6. Identify participants	6.1	Complainant
	.2	Victim
	.3	Perpetrator
	.4	Witnesses
	.5	To assist in gathering facts
	.6	Directing questions
	.7	Observing which persons seem most concerned
	.8	Listening to conversations
	.9	Requesting complainant to identify perpetrator
	.10	Requesting complainant and/or perpetrator to identify witnesses so by-standers may be dismissed from scene
	.11	Requesting perpetrator to identify himself
	.12	Recording names, addresses and telephone numbers
	.13	Gathering information about perpetrator, if not at scene

MISDEMEANOR NOT WITNESSED BY OFFICER, HANDLING

Instructor's Notes

4.4 Chairs, lamps, fireplace poker, ball bat, and etc.
.5 ILLUSTRATE by citing examples of how alcohol, narcotics, or emotions affect physical and mental condition.
.6 EXPLAIN that bystanders will take sides and can easily become involved.
.7 These can provide vital information.

5.2 EXPLAIN that this must be done, then if the request or order is not complied with an arrest can be made.

.6 CITE examples.
.7 CITE examples.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
7.	Interview participants	7.1	Getting all sides of the story
		.2	Determining if necessary elements of offense are present
		.3	Allowing each to give his own version uninterrupted
		.4	Being impartial
		.5	Requesting witnesses to remain
		.6	Requesting witnesses not discuss the case with each other
		.7	Separating and interviewing each person concerned
		.8	Recording pertinent information in pocket notebook or on appropriate form
		.9	Determining if complainant or victim will initiate steps for prosecution
8.	Inform persons involved	8.1	Complainant
		.2	Victim
		.3	Perpetrator
		.4	Witnesses
		.5	Complainant or victim of necessary elements to prove offense
		.6	Informing all persons involved to appear before magistrate at court of jurisdiction and venue
		.7	Informing complainant or victim of location for signing affidavit for warrant
		.8	Informing witnesses what will be expected of them
		.9	Recording names, addresses and telephone numbers of persons for possible court action
		.10	Answering other questions of involved persons

COMPLETE FOLLOWING STEPS IF PROSECUTION WILL RESULT

9.	Preserve scene	9.1	Guarding scene at all times
		.2	Removing all persons

MISDEMEANOR NOT WITNESSED BY OFFICER, HANDLING

Instructor's Notes

7.2 Most civilians know little about law and confuse civil and criminal offenses.

.3 Don't put words into their mouth.

.8 DETERMINE from learners their ideas of pertinent information.

8.6 EXPLAIN this is done in the event that the persons involved are not satisfied and a preliminary hearing would more satisfactorily answer their problem.

.7 ASK learners where they would send complainant or victim to have this done.

SELECT learner from each of the following: police department, sheriff's department, and marshal, if present.

DISCUSS Steps 9 thru 17 and the Key Points thereto, answering questions as you progress. Steps 9 thru 17 are similiar to those in the Handling Felonies procedure, and will be covered in greater detail there.

STEPS		KEY POINTS
	9.3	Staying out of scene as much as possible
	.4	Roping off or locking-up
	.5	Keeping unauthorized persons away
	.6	Keeping everything in place
	.7	Determining if crime scene has been altered
	.8	Checking with person who knows crime scene intimately
	.9	Calling for assistance, when necessary
10. Photograph scene	10.1	As soon as possible
	.2	Getting over-all view first without altering scene
	.3	Taking over-all view with identification
	.4	Taking pictures of physical evidence without identification
	.5	Taking pictures of physical evidence with identification
	.6	Recording photographic data:
	.1	Type of camera
	.2	Lens opening
	.3	Shutter speed
	.4	Type of film
	.5	Accessories used
	.6	Time taken
	.7	Location of camera for each photograph
11. Sketch scene	11.1	Locating the position of pertinent items
	.2	Providing a permanent record to supplement word description
	.3	Using Field Sketch Sheet (See Appendix J, page 232)
	.4	Obtaining general impression of scene before starting sketch
	.5	Locating north at top of sketch
	.6	Using magnetic compass to determine north
	.7	Determining fixed base line or fixed points

Instructor's Notes

9.7 QUESTION learners as to ways it may have been altered.

.8 QUESTION learners as to who these persons might be.

10.2 EXPLAIN to learners that first picture should be taken as is - unaltered.

.3 Agency's identification is introduced here.

11.7 ILLUSTRATE examples by drawing on chalkboard.

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
	11.8 Determining what is to be included
	.9 Determining scale used
	.10 Determining when in the investigation sketch should be made
	.11 Recording on sketch:
	.1 Brief descriptive statement
	.2 Address or location
	.3 Type of offense
	.4 Case number
	.5 Scale used
	.6 Arrow indicating north
	.7 Name of person making sketch
	.8 Legend
	.9 Names of persons assisting with measurements
	.10 Date sketch
	.12 Measuring accurately
	.13 Using rectangular coordinates or triangulation from fixed points for locating items on sketch
	.14 Using the words "feet" and "inches" in recording distance in notebook
	.15 Confirming all measurements
	.16 Including all details pertinent to offense
	.17 Using standard symbols when possible
12. Gather evidence	12.1 Substantiating facts
	.2 Searching systematically, clockwise
	.3 Observing minutest detail
	.4 Including area adjacent to crime scene
	.5 Carefully
	.6 Handling as little as possible
	.7 Collecting sufficent amount of specimens for scientific examination
	.8 Avoiding contamination by using separate containers
	.9 Placing in proper containers
	.10 Recording its location
	.11 Recording description

MISDEMEANOR NOT WITNESSED BY OFFICER, HANDLING

Instructor's Notes

11.8 EXPLAIN only those items pertinent to case.
CITE examples.

.10 At any time during the handling of the investigation.

.13 ILLUSTRATE by drawing example on chalkboard.

12.2 Use classroom to demonstrate.

.9 DETERMINE from class what are proper containers.

STEPS	KEY POINTS	
	12.12	Recording names and addresses of persons having knowledge or possession of evidence
13. Mark evidence	13.1	For future identification
	.2	Initialing in suitable location
	.3	Using metal scribe, pen, tag, tape, as appropriate
	.4	Avoiding damage for scientific examination
	.5	Recording in notes where and how marked
14. Preserve evidence	14.1	Keeping in personal possession
	.2	Preventing loss, damage, removal
	.3	Releasing only to proper authority
	.4	Handling with gloves, when appropriate
	.5	Allowing natural drying of wet items
	.6	Using appropriate containers
15. Follow-up	15.1	Completing unfinished details
	.2	Locating and arresting perpetrator after warrant issued
	.3	Recovering property
	.4	Gathering additional facts
	.5	Leads furnished or discovered
16. Book evidence	16.1	Maintaining legal chain of evidence
	.2	Turning over to authorized officer
	.3	Securing to avoid tampering
	.4	Receiving receipt
	.5	Recording location
	.6	Recording names of all persons handling
17. Submit report (See Appendix M, page 104)	17.1	After step 8 - if no prosecution
	.2	As required
	.3	Completing disposition
	.4	Before going off duty
	.5	For department information

MISDEMEANOR NOT WITNESSED BY OFFICER, HANDLING

Instructor's Notes

13.2 SELECT two or three items of evidence and INDICATE proper place.

14.2 CITE examples how this might occur.
.3 DEVELOP by QUESTIONING learners.

16.1 SELECT item and have each learner pass from one to the other, EXPLAIN to learners that each must now testify because they are part of the chain.

17.4 EMPHASIZE and EXPLAIN that line of communication remains intact.

STEPS	KEY POINTS
	17.6 For use in prosecution
	.7 Using prescribed form
	.8 Typed
	.9 Referring to notes
	.10 Including who-what-why-when-where and how
	.11 Spelling correctly
	.12 Choosing words carefully
	.13 Avoiding legalistic words or phrases and slang
	.14 Being objective in information
	.15 Using only widely accepted abbreviations
	.16 Reviewing and editing the report before submitting

MISDEMEANOR NOT WITNESSED BY OFFICER, HANDLING

Instructor's Notes

17.16 EMPHASIZE.

Training Procedure No. 6

FELONIES, HANDLING

INTRODUCTORY INFORMATION:

The beat officer has many splendid opportunities to render service to the public, but none so impresses the members of a community with the efficiency of the officer and the department as the investigation and apprehension of a felon. The building of a solid case, getting and checking out leads, and concluding with the perpetrator's apprehension is viewed with awe and pride when the citizen originally thought the case was unsolvable due to the apparent lack of clues and facts.

The officer who knows how to perform his duties in a quiet, efficient, and professional-like manner inspires the confidence of the public in law enforcement, ultimately acquiring the community's backing in the further prevention of crime and increasing sources of information.

EQUIPMENT NEEDED:

- Bags, Evidence
- Clipboard
- Compass, Magnetic
- Containers. Evidence
- Crayon, Marking (yellow lumber)
- Forms:
  - Field Interrogation Report
  - Injured Prisoner Report
  - Preliminary Investigation Report
  - Prisoner's Property Receipt
  - Property Tag
  - Format for Statement (Sample, Appendix T, Page 243)
- Handcuffs
- Knife, Pocket
- Paper, Graph
- Pen, Ball Point (black)
- Pen, Ball Point (red)
- Pencil, Mechanical
- Ruler, 12"
- Tape, 100 ft. Metal Reinforced Cloth Measuring
- Tape, 10 ft. Spring Steel Measuring (White surface)

GENERAL SAFETY PRACTICES

- Consider every felon as armed and dangerous
- Always keep arrestee in view
- Keep arrestee away from officer's strong hand side
- Be certain that you understand and are understood
- Refuse all of arrestee's requests in the field
- Be constantly alert for personal hazards
- Notify dispatcher of any change in location

FELONIES, HANDLING

TIME ALLOTTED: 10 hours

OBJECTIVES:

1. To acquaint the learner with the proper methods of handling felony calls under all circumstances.
2. To stress the importance of the preliminary investigation.
3. To stress the importance of properly handling physical evidence.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

Camera
Graph paper, Pocket notebook size
Marking devices, Physical evidence (various types)
Note pad, Plain white paper - 4" x 6" (for patrol car desk)
Notebook, Pocket
Pencil, mechanical (for patrol car desk)
Ruler, Plastic - 6 inch
Statement form

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 6, pp. 47-62.

INTRODUCING THE LESSON:

Use the Introductory Information in the procedure.

DISCUSS with and QUESTION learners on each general safety practice, being certain they understand.

Training Procedure No. 6

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
1. Receive assignment and information	1.1 From dispatcher
	.2 Acknowledging initial call immediately
	.3 Identifying unit and giving location
	.4 From citizen, notifying dispatcher
	.5 Stopping patrol car before writing
	.6 Recording on patrol car desk pad:
	.1 Location of scene
	.2 Type of crime
	.3 Person to be contacted and/or complainant and address
	.4 Description of perpetrator and his vehicle
	.7 Noting:
	.1 Situation at scene
	.2 Actual or potential hazards to persons involved
	.3 Type of weapon used by perpetrator
	.4 Route of escape of perpetrator
	.8 Requesting:
	.1 Additional required information
	.2 Departmental assistance
	.9 Notifying dispatcher of personal knowledge
	.10 Repeating location of scene for verification by dispatcher
	.11 Acknowledging receipt of transmission
2. Proceed to scene	2.1 Immediately
	.2 Driving safely
	.3 Using extreme caution when disobeying traffic laws
	.4 Avoid using beacon light and siren, unless otherwise instructed
	.5 Using most expeditious route
	.6 Considering the perpetrator's route of escape
	.7 Watching for the perpetrator and/or his vehicle
	.8 Considering the possibility of error and/or change

FELONIES, HANDLING

Instructor's Notes

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Group; Present the Lesson; Application or Tryout; and Follow Up.

BEFORE proceeding, SHOW the group how this procedure is arranged. EXPLAIN the necessity for changing operations for "Cold," "Hot," and "In Custody" cases. QUESTION group making certain they understand when they would by-pass one of the above.

1. DEVELOP by QUESTIONING group.
Make certain that all key points are covered.
DO NOT devote too much time on this, learners have had this material previously.

.7.1 EMPHASIZE public's and learner's safety.
.2 EMPHASIZE safety.
.3 EMPHASIZE safety.
.4 POINT OUT possible apprehension enroute to scene and STRESS learner's safety.
.8.1 Give EXAMPLES.
.2 EXPLAIN and EMPHASIZE that although you are teaching one man patrol, the learner can and should request assistance when necessary.
.9 Give EXAMPLES.

2.3 EMPHASIZE safety. POINT OUT that learner still has responsibility of being careful. (Ref: RC 4511.03 and 4511.24).
.4 EXPLAIN how and why beacon light and siren have lost most of their usefulness.
.5 EXPLAIN and give EXAMPLES.
.6 Give EXAMPLES from known criminal's method of operation.

.8 EXPLAIN possible inaccuracies of information from complainant.

STEPS		KEY POINTS
	2.9	Participating in department's tactical operations
	.10	Planning personal operations based on known information
	.11	Turning off beacon light and/or siren
3. Arrive at scene	3.1	Parking properly
	.2	Signalling dispatcher "out-of-service"
	.3	Giving dispatcher exact location
	.4	Recording time of arrival
	.5	Removing ignition key
	.6	Taking required equipment
	.7	Unfastening holster flap
	.8	Alighting from patrol car with caution
	.9	Locking patrol car
	.10	Entering all premises with caution
	.11	Approaching all persons and things with caution
	.12	Selecting location for personal safety

PRELIMINARY INVESTIGATION - PRIMARY PHASE

STEPS		KEY POINTS
4. Observe scene and situation	4.1	Appearing and keeping calm
	.2	Gathering information to determine:
	.1	Personal safety
	.2	Participants' safety
	.3	Security of perpetrator
	.4	Course of action
	.3	Noting:
	.1	Mood and state of assembly
	.2	Physical and mental condition of participants
	.4	Scanning:
	.1	Assembly for weapons
	.2	Area for potential weapons

FELONIES, HANDLING

Instructor's Notes

2.9 EXPLAIN what a departmental tactical operation is and give EXAMPLES.

.11 EXPLAIN why this is done under most conditions and give EXAMPLES.

3.1 EXPLAIN why parking location should be selected with care.

.3 CITE examples where locations of offenses were actually different than broadcast indicated.
.4 If circumstances permit.
.6 EXPLAIN the necessity for using a pocket notebook instead of clipboard. EMPHASIZE keeping hands free.
.7 BEFORE alighting from patrol car. EMPHASIZE learner's safety.

.10 EMPHASIZE the handling of every felony as if the perpetrator was present at the scene, armed, and dangerous.

.12 ILLUSTRATE and give EXAMPLES using doors, stuffed furniture, walls, etc.

***DEFINE** preliminary investigation and primary phase. "This is done to establish that a crime has been committed and to determine the who, what, why, when, where and how."*

4.1 EMPHASIZE importance of keeping calm for learner's safety and ease of handling problem.

.3.1 EXPLAIN and ILLUSTRATE how trouble can be avoided when this is done.
.2 EMPHASIZE safety and evidence value of this.

.4.2 KEEP suspect AWAY from these areas.

STEPS		KEY POINTS	
		4.4.3	Possible escape routes for perpetrator
		.5	Being alert to conversations
		.6	Fastening holster flap
5.	Preserve the peace	5.1	Preventing violence and/or further injury
		.2	Performing duties objectively
		.3	Requesting or ordering all concerned to stop
		.4	Separating combatants
		.5	Quieting or calming persons present
		.6	Requesting bystanders to leave
		.7	Handling other situations as they arise
		.8	Removing or isolating victim and perpetrator
		.9	Calling for assistance when necessary
		.10	Requesting assistance of persons present
6.	Care for injured	6.1	As soon as possible
		.2	Requesting citizen to summon appropriate assistance
		.3	Rendering appropriate first aid
		.4	Requesting citizen to stand by injured
		.5	Arranging for transportation to medical facility
7.	Identify participants	7.1	By:
		.1	Observing which persons seem most concerned
		.2	Listening to conversations
		.2	Contacting personally:
		.1	Victim
		.2	Perpetrator
		.3	Complainant
		.4	Witnesses
		.3	Requesting:
		.1	Victim to identify perpetrator and witnesses
		.2	Perpetrator to identity himself

FELONIES, HANDLING

Instructor's Notes

4.4.3 APPROACH from these routes or CAUSE suspect to look away from these routes.
.5 EMPHASIZE evidence value.
.6 EMPHASIZE learner's safety.

5.2 EXPLAIN objectively and EMPHASIZE its importance in the field and POINT OUT how it may be used in court.

.4 EMPHASIZE the importance and responsibility of protecting prisoner.
.5 EMPHASIZE the importance of doing this courteously and DEMONSTRATE.

.8 EMPHASIZE removal of suspect from scene under certain circumstances, telling WHY. Give EXAMPLES.

6. EXPLAIN that in the majority of cases the injured can and will be taken care of by medical personnel.
.2 ILLUSTRATE how this saves the officer's time.

.5 ILLUSTRATE how this can be done by a citizen, again saving time for the learner.

7.1.1 ILLUSTRATE by giving EXAMPLES.

.2 ILLUSTRATE by giving EXAMPLES.
.2 EXPLAIN that this order is not set, but covers everyone in every case. EXPLAIN that this includes the witnesses for the suspect. Not recording at this time.
.3 DEMONSTRATE how these requests are made. EMPHASIZE courtesy and calmness.

STEPS	KEY POINTS
	7.3.3 Witnesses to identify themselves, victim, and perpetrator
	.4 Witnesses to remain near the scene at location designated
	.5 Witnesses not to discuss matter under investigation
	.6 Bystanders to leave
8. Preserve crime scene	8.1 Removing and keeping all persons away from scene
	.2 Guarding scene at all times
	.3 Placing civilians at approaches
	.4 Roping off or locking up
	.5 Permitting access to authorized persons only
	.6 Keeping everything in place
	.7 Determining if crime scene has been altered
	.8 Checking with person who knows crime scene intimately
	.9 Requesting departmental assistance
9. Interview participants	9.1 Establishing elements of offense
	.2 Getting accurate information
	.3 Separately:
	.1 Victim
	.2 Perpetrator
	.3 Complainant
	.4 Witnesses
	.4 Recording:
	.1 Name - first, middle initial, and last
	.2 Race
	.3 Sex
	.4 Age
	.5 Occupation
	.6 Addresses of home and place of employment
	.7 Telephone number of home and place of employment

FELONIES, HANDLING

Instructor's Notes

7.3.4 EXPLAIN how and why this saves time.

.5 Give EXAMPLES of how witnesses alter stories of what they saw when they discuss matters amongst themselves.

.6 These are people who have no bearing on the case.

8. DEFINITION of preserve - "to keep in the same condition" as the learner found it.

.1 EXPLAIN why this is done and why the officer should explain to all persons the reason for his request. EMPHASIZE courtesy.

.2 EXPLAIN that learner can do this while continuing with his case.

.5 DEVELOP by QUESTIONING learners who might be considered authorized persons. POINT OUT that these are persons who are departmentally connected with the handling of the case.

.7 EXPLAIN - from its usual appearance.

.8 DEVELOP by QUESTIONING group who these persons might be.

.9 EXPLAIN that the learner is to follow departmental regulation first, if it exists. If not, EXPLAIN how the learner can determine whether he should request assistance.

9. DEFINITION of interview - "getting information without questioning." EXPLAIN why this is better than questioning.

.1 DEFINITION of elements - "an outline containing the fundamental features of a crime." ILLUSTRATE with an EXAMPLE.

.2 EXPLAIN the necessity for using care in receiving information.

.4 DEVELOP by QUESTIONING group how this should be written in notebook.

PRINT on chalkboard.

JOHN J. DOE, WM 36, 256 Main St., 123-4567, bricklayer, Jones Const. Co., 847-8th Ave., Podunk, 987-6543.

LAW ENFORCEMENT OFFICER TRAINING

STEPS | **KEY POINTS**

- 9.5 Allowing participants to tell, uninterrupted, own version of event
- .6 Asking as few questions as possible
- .7 Completing Preliminary Investigation Field Report (See Appendix S , page 242)
- .8 Recording statements (See Appendix T, page 243)
- .9 Use abbreviations (See Appendix X, page 252)
- .10 Describing perpetrator's method of operation:
  - .1 What he did and said
  - .2 How he did it and said it
- .11 Describing perpetrator:
  - .1 Name - including aliases
  - .2 Color
  - .3 Nationality
  - .4 Sex
  - .5 Age
  - .6 Height
  - .7 Weight
  - .8 Build
  - .9 Hair - Color, amount, type, and manner of wearing
  - .10 Eyes, including glasses - type and color
  - .11 Beard, including mustache - color, amount, type and manner of wearing
  - .12 Complexion - color and appearance
  - .13 Physical deformities, disfigurations, and their effects
- .12 Remembering perpetrator may be simulating or feigning physical condition and appearance
- .13 Describing clothing:
  - .1 Headdress - type, color, material, and manner worn
  - .2 Disguise - facial and other
  - .3 Shirt - type, color and material
  - .4 Neckwear - type, color, material and manner worn

3

FELONIES, HANDLING

Instructor's Notes

9.5 EMPHASIZE the importance of not interrupting. EXPLAIN and ILLUSTRATE why.

.6 TEST individual learners on how to get information without asking questions.

.7 Have the group RECORD necessary information on the Preliminary Investigation Field Report while STANDING.

.9 Give EXAMPLES of most often used abbreviations and SHOW how learner can make up his own. Appendix X, page 252, Learner's Manual.

C	Complainant	#	Number
V	Victim	S	Suspect
W	Witness (when used alone or with #)		
W	White (only when used with another letter designating sex)		
♂ M	Male	"—"	exact words used
♀ F	Female	↑	up (or raise)
N	Negro	↓	down (or lower)
n	north	+	together with (intersection) plus
s	south	−	without (or removed) less
e	east	&	and
w	west	@	at
← l	left	c/a	carried away
→ r	right	c/t	carried to
f	front	c/u	carried up
∥	parallel to	c/d	carried down
⊥	perpendicular	ea	each
∟	right angle		
" "	stated		

SAMPLE ABBREVIATION CHART

.10 Have group PRACTICE recording this information while standing.
SUPPLY information to learners as a victim would - not in order.

.11 EXPLAIN and/or ILLUSTRATE each sub-point.

.13 DEMONSTRATE by limping (make one leg "shorter"), carrying "disfigured" arm.

.13 Have group PRACTICE recording this information while standing.
SUPPLY information to learners as a victim would - not in order.

STEPS

KEY POINTS

- 9.13.5 Overcoat - type, color, and material
- .6 Outer garment - type, color, and material
- .7 Gloves - type, color, and material
- .8 Jewelry - type, color, and metal
- .9 Trousers - type, color, and material
- .10 Socks - type, color, and material
- .11 Footwear - type, color, and material material

- .14 Remembering perpetrator may discard or change clothes
- .15 Describing perpetrator's vehicle:
  - .1 Color - from top to bottom
  - .2 Year
  - .3 Manufacturer
  - .4 Body type
  - .5 License number - including state
  - .6 Accessories
  - .7 Distinguishing features - including stickers
- .16 Remembering vehicle or license plates may be stolen, borrowed, or altered
- .17 Describing weapon used:
  - .1 Color
  - .2 Metal
  - .3 Make
  - .4 Type
  - .5 Caliber
  - .6 Distinguishing features
- .18 Remembering it may be a toy
- .19 Describing loot:
  - .1 Total value
  - .2 Quantity of each item
  - .3 Each item, going from major categories to specific items
- .20 Describing route of escape

FELONIES, HANDLING

Instructor's Notes

9.14 EXPLAIN, ILLUSTRATE with examples and DEMONSTRATE by adding and removing various items of clothing or changing those worn, such as a hat, a cap for a hat, roll up hat, reversible coat or jacket.

.15 Have group PRACTICE recording this information while standing.

SUPPLY information to learners as a victim would - not in order.

.16 EXPLAIN, ILLUSTRATE with examples and DEMONSTRATE by removing top license plates, changing numbers by removing tape, painting over numbers or letters.

.17 Have group PRACTICE describing a revolver, automatic (both blue and chrome), shotgun, rifle, and knife.

.19 Have group PRACTICE describing a wristwatch by going from general to the particular.

PRINT on chalkboard.

Item	Quantity	Description	Value
1.	1	Watch, wrist, man's, Yellow gold, 17 jewel, round faced, Elgin "DeLuxe," black strap, case #24678, movement #284386.	72.50

LAW ENFORCEMENT OFFICER TRAINING

SUPPLEMENTAL STEPS FOR COLD CASES

STEPS		KEY POINTS
10.a. Request departmental assistance	10.a.1	Through supervisor
	.2	Keeping out of hearing distance of participants
	.3	Using radio or telephone
	.4	Identifying yourself
	.5	Giving exact location
	.6	Indicating type of assistance needed
	.7	Giving a summary of the case and what physical evidence is known and/or believed to be present
	.8	Answering questions
	.9	Identifying statements which are opinions
	.10	Notifying other law enforcement agencies, as ordered
b. Turn-over investigation	b.1	Upon arrival of:
	.1	Criminal investigator and/or physical evidence technician
	.2	Keeping out of hearing distance of participants
	.3	Briefing investigator or technician
	.4	Introducing and identifying investigator to participants
	.5	Assisting as requested

SUPPLEMENTAL STEPS FOR HOT CASES

(The following steps and key points on Hot Cases are preceded by Steps 1 through 9)

STEPS		KEY POINTS
10.a. Notify dispatcher	10.a.1	Furnishing information from Preliminary Investigation Form
	.2	As soon as possible
	.3	Talking slowly and clearly
	.4	Using telephone, preferably
	.5	Stating exact offense committed and location

FELONIES, HANDLING

Instructor's Notes

DEFINE Cole Cases: "Those in which a lot of time has elapsed. Example: BGE three days ago, body discovered and decomposition has set in, etc."

10.a. PLAY the role of a supervisor and have a learner request assistance from you, simulating the crime and telephone.

b. PLAY the role of an investigator and have a learner turn over an investigation making certain all key points are covered.

EXPLAIN that the steps in "Hot" cases are followed when the crime has just been committed and there is a reasonable chance of apprehending the suspect. Give EXAMPLES.

10.a.2 EMPHASIZE the importance of time.
.3 EMPHASIZE the importance of clarity.
.4 EXPLAIN that radio is being used to broadcast information to other units.
.5 EXPLAIN that learner's brother officers are going to take action on the basis of his information.

STEPS		KEY POINTS
	10.a.6	Using phonetic alphabet in spelling (See Appendix Y, page 253)
	.7	Describing:
	.1	Perpetrator
	.2	Clothing
	.3	Vehicle
	.4	Weapon
	.5	Loot
	.6	Route of escape
	.8	Giving warning regarding officers' safety
	.9	Checking accurate reception of information by dispatcher
	.10	Checking that allied law enforcement agencies have been notified
b. Request departmental assistance	.b.1	As required
	.2	Through supervisor
	.3	Keeping out of hearing distance of participants
	.4	Using radio or telephone
	.5	Identifying yourself
	.6	Giving exact location
	.7	Indicating type of assistance needed
	.8	Giving a summary of the case and what physical evidence is known and/or believed to be present
	.9	Answering questions
	.10	Identifying statements which are opinions
	.11	Notifying other law enforcement agencies, as ordered
c. Turn-over investigation	.c.1	Upon arrival of:
	.1	Criminal investigator and/or physical evidence technician
	.2	Keeping out of hearing distance of participants
	.3	Briefing investigator or technician
	.4	Introducing and identifying investigator to participants
	.5	Assisting as requested

FELONIES, HANDLING

10.a.6 EXPLAIN what it is and how it is used.
Refer to Appendix Y, page 253, Learner's Manual.

A - Adam
B - Boy
C - Charles
D - David
E - Edward
F - Frank
G - George
H - Henry
I - Ida
J - John
K - King
L - Lincoln
M - Mary
N - Nora
O - Ocean
P - Paul
Q - Queen
R - Robert
S - Sam
T - Tom
U - Union
V - Victor
W - William
X - X-Ray
Y - Young
Z - Zebra

PHONETIC ALPHABET CHART

.8 EMPHASIZE safety.
.9 Have a learner FURNISH the group with part of the information from the Preliminary Investigation Field Report in order to POINT OUT the necessity of care in transmitting information.

STEPS		KEY POINTS
10.d. Pursue perpetrator	10.d.1	Within jurisdiction and capabilities
	.2	Following leads to their conclusion
	.3	Participating in intra-departmental tactical operations

SUPPLEMENTAL STEPS FOR PERPETRATOR IN CUSTODY OF CIVILIAN

(The following steps and key points on Perpetrator in Custody of Civilian are preceded by Steps 1 through 9)

STEPS		KEY POINTS
10.a. Arrest Perpetrator	10.a.1	Stating reason
	.2	Taking into physical custody
	.3	Using only that amount of force necessary to overcome resistance
	.4	Always recording physical condition of perpetrator (See Appendix W, page 251)
	.5	Recording mental condition
	.6	Bringing physical and mental condition to the attention of selected witnesses
	.7	Recording witnesses name
b. Secure arrestee	.b.1	Preventing escape
	.2	Isolating arrestee as soon as possible
	.3	Handcuffing hands behind back, palms out, key holes up, double lock pins away from arrestee
	.4	Handcuffing to fixed object
	.5	Preventing arrestee from injuring himself or others
	.6	Preventing others from injuring arrestee
	.7	Refusing arrestee's requests
	.8	Keeping in view
	.9	Staying at discreet distance
	.10	Blocking exits
	.11	Using civilian assistance
	.12	Keeping all unauthorized persons away
c. Search arrestee	.c.1	After handcuffing
	.2	For the safety of all concerned

FELONIES, HANDLING

Instructor's Notes

10.d.1 EXPLAIN by using EXAMPLES.
.2 EXPLAIN and ILLUSTRATE by using EXAMPLES.
.3 ILLUSTRATE one or two types of intra departmental tactical operations; i.e., quadrant search, roadblock.

EXPLAIN that these steps are performed when the perpetrator is in custody of civilian.

10.a.1 EXPLAIN why giving EXAMPLES.

.3 EXPLAIN and give EXAMPLES. EMPHASIZE only NECESSARY force.
.4 EMPHASIZE protection of learner.

.5 EXPLAIN how this may be of value later in prosecution. Give EXAMPLES.
.6 DEMONSTRATE how this can be done.

.b. Have a learner DEMONSTRATE before the group, making certain he covers key points as previously taught.
.3 Then DEMONSTRATE by "spread-eagling" a learner against wall. Have learners PRACTICE same.

.c.1 EMPHASIZE learner's safety.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	10.c.3	For weapons and/or evidence
	*.4	Choosing well lighted location at night
	.5	Choosing location away from people
	.6	Telling arrestee he will be searched
	.7	Using "spread-eagle" method
	.8	Methodically from head to toe
	.9	Using grasping motion of hand against garment and body
	.10	Feeling for objects, not patting
	.11	Removing all metal objects that may be potential weapons
	.12	Examining objects carefully to determine if converted to weapon
	.13	Noting and recording location where weapon or evidence was found
	.14	Completing body search even though one weapon found
	.15	Requesting departmental assistance
	.16	Using female officer or trusted adult woman for females
	.17	Providing security for female searcher
d. Request departmental assistance	.d.1	Through supervisor
	.2	Keeping out of hearing distance of participants
	.3	Using radio or telephone
	.4	Identifying yourself
	.5	Giving exact location
	.6	Indicating type of assistance needed
	.7	Giving a summary of the case and what physical evidence is known and/or believed to be present
	.8	Answering questions
	.9	Identifying statements which are opinions
	.10	Notifying other law enforcement agencies, as ordered
e. Turn-over investigation	.e.1	Upon arrival of:

FELONIES, HANDLING

Instructor's Notes

10.c.3 EXPLAIN that these are the things that must be taken away, at this time, and kept while in custody.
DEVELOP by QUESTIONING group on possible items found on a person which may be used as weapons and where they might be concealed.

.7 DEMONSTRATE this according to the key points, through 10.c.14.

.16 POINT OUT that female arrestee would be handcuffed.
EXPLAIN that it is permissible, under law, for a male officer to search a female arrestee, but not advisable under most circumstances.

.17 EXPLAIN that security provided can be a woman but may be the learner himself. This is especially so when the searcher does not know how to search and must be instructed or "talked through" the procedure.

Training Procedure No. 6

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
	10.e.1.1 Criminal investigator and/or physical evidence technician
	.2 Keeping out of hearing distance of participants
	.3 Briefing investigator or technician
	.4 Introducing and identifying investigator to participants
	.5 Assisting as requested

CRIME SCENE INVESTIGATION
(To be followed when not performed by criminal investigator or technician)

STEPS	KEY POINTS
11. Photograph scene	11.1 As soon as possible
	.2 To substantiate position and location of pertinent objects
	.3 Avoiding alteration of scene
	.4 Adding nothing to first photograph
	.5 Adding law enforcement agency's identification to second photograph
	.6 Picturing the initial appearance of evidence
	.7 Recording photographic data:
	.1 Type of camera
	.2 Type of lens
	.3 Shutter speed
	.4 Lens opening
	.5 Type of film
	.6 Time taken
	.7 Location of camera
	.8 Light condition
12. Sketch scene	12.1 To substantiate position and location of pertinent objects
	.2 Determining when it should be made in the course of the investigation
	.3 Obtaining a general impression before starting
	.4 Using Field Sketch Sheet and straightedge (See Appendix J, page 232)
	.5 Locating directions with a magnetic compass

EMPHASIZE that the learner can gain much experience in accomplishing this task by performing it when handling misdemeanor cases.

11.5 EXPLAIN and ILLUSTRATE different forms, i.e., ruler, agency identification plaque.

.7 DEMONSTRATE by taking a photograph of a simulated crime scene.

12. DEMONSTRATE the entire step covering all key points.

.2 EMPHASIZE that the time selected to make the sketch is very important.
SHOW an EXAMPLE of a completed one.
EXPLAIN the sketch with photographs and without.
EMPHASIZE and ENCOURAGE the sketching of every crime scene.

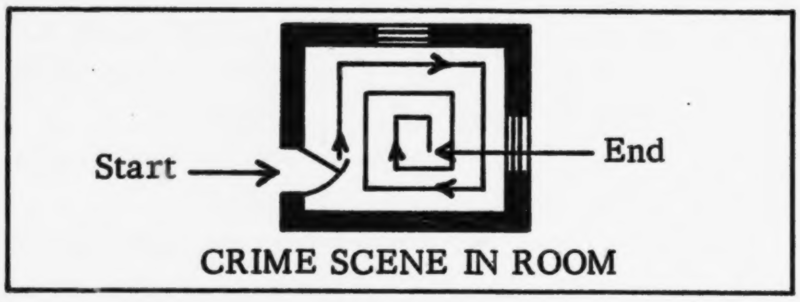
	STEPS		KEY POINTS
		12.6	Determining scale to be used
		.7	Determining fixed base line or fixed points
		.8	Determining what must be included
		.9	Adding nothing superfluous
		.10	Making preliminary sketch in pencil, lightly
		.11	Using black ink
		.12	Identifying pertinent objects with letters in red ink
		.13	Measuring accurately
		.14	Using "feet" and "inches" to designate distances
		.15	Locating and indicating "North" at top of page
		.16	Recording information in lower right corner
13.	Search for physical evidence	13.1	According to laws governing search
		.2	To substantiate facts
		.3	Proving elements of the offense
		.4	Examining scene clockwise
		.5	Beginning with the perimeter
		.6	Proceeding spirally
		.7	Examining scene minutely
		.8	Completing one area before going to another
		.9	Examining adjacent area and route of approach
14.	Collect physical evidence	14.1	Carefully, with minimum handling
		.2	For preservation
		.3	Apprising witness(es) of find
		.4	Photographing where found
		.5	Recording description and location
		.6	Including it in sketch
		.7	Getting sufficient quantity of known sample
		.8	Giving receipt to owner for valuable property

12.6 When graph paper is used one block equals so many inches, feet, yards, etc.

.7 CITE examples of fixed based line: wall, curb, fence line, retaining wall, etc.

13. EMPHASIZE the importance of this step whether suspect is apprehended in the act or makes a confession.

.6 *DRAW on chalkboard.*



CRIME SCENE IN ROOM

14. EMPHASIZE that this must be done in every case.
.1 EXPLAIN why and SHOW how physical evidence may be damaged or destroyed by careless handling.
DEMONSTRATE the proper method of picking up a revolver and automatic.
DEMONSTRATE how to unload a revolver and automatic.
.7 EXPLAIN why this is necessary. Give EXAMPLES.
.8 Using Memorandum, To:, From:, for this purpose.
EMPHASIZE.

	STEPS		KEY POINTS
15.	Mark physical evidence	15.1	For future identification
		.2	Initialing and dating in suitable location avoiding damage for scientific examination
		.3	Using appropriate marking devise
		.4	Recording mark and location
		.5	Attaching completed evidence tag
		.6	Starting and maintaining the chain of evidence
16.	Preserve physical evidence	16.1	Maintaining it in its original state
		.2	Keeping in personal possession
		.3	Packing in suitable container
		.4	Separating to prevent contamination
		.5	Preventing damage
		.6	Preventing excessive handling

PRELIMINARY INVESTIGATION - SECONDARY PHASE

	STEPS		KEY POINTS
17.	Take written statements	17.1	From participants (See Appendix T, page 243)
		.2	At suitable time and location
		.3	Using separate sheets for each and one side only
		.4	Using permanent writing material
		.5	Identifying with case number and person making statement
		.6	Chronologically
		.7	Have closing verification paragraph included
		.8	Having statement signed by:
		.1	Maker
		.2	Recorder
		.3	Witnesses
18.	Transport arrestee	18.1	To appropriate confinement facility
		.2	Personally or by arrangement with supervisor
		.3	Using caution when placing in patrol car
		.4	Driving safely
		.5	Locking doors securely

FELONIES, HANDLING

Instructor's Notes

15.2 SHOW where to mark bullets and EXPLAIN why.

.3 SHOW various types.
.4 POINT OUT value of this for use in court.
.5 EXPLAIN that this is done at headquarters. See Appendix Q, pages 239 - 240.

16.1 USE blood as an EXAMPLE.
.2 ILLUSTRATE by passing a revolver to a number of learners; EXPLAINING how this extends the chain of evidence, increasing the difficulty of control, possibility of loss, alteration of the evidence, and increases the cost of prosecution.

17. Have class use Statement form, Appendix T, page 243, as a guide.
.1 ILLUSTRATE by EXAMPLE how persons often change their testimony.
.2 Give EXAMPLES of cases which ILLUSTRATE the success and failure of this point.
.3 EMPHASIZE the utility of the loose leaf notebook.
.4 EMPHASIZE the importance of permanence. ILLUSTRATE how pencil writing can be smudged by handling or water.
.5 SHOW case number written in upper right hand corner of all sheets pertaining to that case.
.6 ILLUSTRATE by using a case with dates first, time next, and actions or facts last.
.7 ILLUSTRATE how this is added to statement of the suspect.
.8 DEMONSTRATE using one learner as maker, and one learner as a witness.

18.1 Give EXAMPLES of various confinement facilities; i.e., county jail, city jail, juvenile hall.

STEPS	KEY POINTS
	18.6 Using most expeditious route
	.7 Maintaining alert for:
	.1 Personal attack
	.2 Escape attempt
	.8 Notifying dispatcher and recording starting and ending location and odometer reading for females
	.9 Recording starting and ending time
19. Process arrestee for confinement	19.1 As required by facility
	.2 Preparing documents
	.3 Having physician examine injured perpetrator
	.4 Completing Injured Prisoner Report form
	.5 Providing custodian with necessary information
	.6 Removing handcuffs from arrestee
	.7 Removing and giving custodian all personal property and potential weapons of arrestee
	.8 Verifying arrestee's property
	.9 Issuing receipt to arrestee for personal property taken as evidence
	.10 Obtaining receipt of confinement from custodian
	.11 Apprising custodian of arrestee's physical and/or mental condition
	.12 Recording confinement time, facility, and custodian
20. Submit evidence	20.1 To property officer
	.2 For safeguarding
	.3 Maintaining chain of evidence
	.4 Completing Property Tag form and receiving receipt (See Appendix Q, pages 239 - 240)
	.5 Recording:
	.1 Time
	.2 Property officer's name and number
	.3 Location stored

FELONIES, HANDLING

Instructor's Notes

18.7.1 SHOW how Yawara Stick can be used when driving a patrol car.

.2 DEMONSTRATE securing a prisoner with safety seat belt.

.8 EMPHASIZE learner's protection.

.9 EMPHASIZE learner's protection.

19. COVER key points QUICKLY. EXPLAIN that this step will be covered more thoroughly in the procedure on Arresting, Procedure No. 9

20.4 SHOW how to complete a Property Tag and Index Card form and EXPLAIN its use.

.5 ILLUSTRATE how this entry is made.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
21. Follow-up leads	21.1	As soon as possible
	.2	Within jurisdiction and capabilities
	.3	Gathering evidence
	.4	Interviewing informants
22. Submit reports	22.1	To supervisor
	.2	As required
	.3	To complete disposition
	.4	Before going off duty
	.5	For department's information
	.6	For use in prosecution
	.7	Completing Preliminary Investigation Report form (See Appendix N, page 236)
	.8	Typing information
	.9	Referring to notes
	.10	Including who, what, why, when, where, and how
	.11	Spelling correctly
	.12	Choosing words carefully
	.13	Avoiding legalistic words, phrases, or slang
	.14	Being objective in information
	.15	Using only widely accepted abbreviations
	.16	Reviewing and editing the report before submitting
	.17	Attaching pertinent forms
23. Follow-up case	23.1	Transmitting known information to other interested law enforcement agencies
	.2	Requesting their assistance
	.3	Having physical evidence examined by the criminalistician
	.4	Checking available law enforcement agency records
	.5	Interviewing new sources of information
	.6	Contacting the victim personally at periodic intervals, informing him of developments

FELONIES, HANDLING

Instructor's Notes

21. DEFINITION of lead - "any information, physical evidence, or suspicion which indicates in what direction the investigation should go."

.1 EMPHASIZE the importance of time.

.2 Have learners furnish EXAMPLES and DISCUSS.

22.14 EXPLAIN what "third person" is, how it is used, and how it helps the report in being objective.

23.1 Give EXAMPLES of other interested law enforcement agencies. F.B.I., B.C.I., Treasury Dept., Nearby Depts., etc.

.3 DEFINITION of criminalistician - "that law enforcement official (officer or civilian) who examines physical evidence in the laboratory, and is an identification expert".

.4 Give EXAMPLES of available records and EMPHASIZE their importance.

.6 EXPLAIN how and why this is done. EMPHASIZE its importance.

Training Procedure No. 7

TRAFFIC VIOLATIONS, HANDLING

INTRODUCTORY INFORMATION:

One of the most pressing problems facing the public and law enforcement agencies is finding additional ways and means of reducing deaths, injuries, and amount of property damage that are occurring daily on the nation's trafficways. Law enforcement officers contribute substantially towards this reduction when they detect, apprehend, and take enforcement action against the traffic law violator.

A great number of an officer's personal contacts with the public is due to the large number of traffic violations which must be handled. It is under these circumstances that an officer will affect the public image of the department and the service rendered, either favorably or unfavorably. An officer creates the best impression for the department by exhibiting exceptional judgement and conducting himself above reproach while handling the traffic violation.

EQUIPMENT NEEDED:

Citation Book
Pen, Ball Point
Pencil, Mechanical
Traffic Code Book

GENERAL SAFETY PRACTICES:

Notify dispatcher of location before leaving patrol car, under all circumstances
Be extremely cautious in pursuit driving
Use safety seat belt
Keep constantly alert for erratic movements of vehicle or person
Keep alert to moving traffic
Know the condition and limitation of patrol car

	STEPS		KEY POINTS
1.	Witness violation	1.1	Of driver
		.2	Recognizing elements of the offense
		.3	Determining action to be taken
		.4	Noting general identification characteristics of violator
		.5	Noting time and place

Note: Items identified by an asterisk pertain to nighttime only.

Teaching Guide No. 7

TRAFFIC VIOLATIONS, HANDLING

TIME ALLOTTED: 3 hours

OBJECTIVES:

1. To instruct the officer in accepted methods of taking enforcement action.
2. To impress upon the mind of the officer that the handling of a violator should not be an unpleasant experience for either person.
3. To emphasize personal safety practices with regard to the officer and vehicles involved.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

Car, Civilian (1)
Car, Patrol (1)
Chalkboard, chalk, and eraser, or chart pad
Driver's license
Flashlight
Model, (steel or plastic) civilian car (1)
Model, (steel or plastic) patrol car (1)
Vehicle registration

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 7, pp. 63-67.

INTRODUCING THE LESSON:

Use the Introductory Information in the procedure. Most of the adverse or derogatory criticism levied upon the law enforcement officer or the department is a result of the improper handling of a traffic violator.

2 min. ***DISCUSS the General Safety Practices.***
ASK if they have any questions.

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Present the Lesson; Application or Tryout; and Follow Up.

Instructor's Notes

1.1 EXPLAIN the driver commits the violation not the vehicle.
.2 ILLUSTRATE examples of elements by selecting more common traffic law violations and point out elements.
.3 This is the time you start planning apprehension and enforcement action so that a positive approach will be made.
.4 ASK learners to point these out.
.5 These are necessary to preclude alibi of violator.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	1.6	Noting vehicle make, year, model, color, license number, and any unusual appearance
2. Apprehend violator	2.1	As soon as practical
	.2	Being certain safety seat belt is fastened before pursuing
	.3	Moving into traffic safely
	.4	Pacing violator's vehicle properly on speed violations
	.5	Selecting location to stop violator
	*.6	Selecting well lighted location at night, when possible
	.7	Driving patrol car to the left of and two (2) feet behind driver
	.8	Be careful not to overshoot vehicle
	.9	Using second gear or low range in heavy traffic
	.10	Attracting driver's attention with short horn signals-daytime
	*.11	Flashing spotlight across inside and/or outside rearview mirror
	*.12	Avoid blinding driver
	.13	Keeping constantly alert for erratic vehicle movements
	.14	Using hand signals to designate selected stopping place
	.15	Falling in behind vehicle to be stopped
	.16	Maintaining assured clear distance
	.17	Using red beacon light and siren in high speed pursuit
	.18	Keeping dispatcher informed when pursuit is involved
	.19	Notifying dispatcher if assistance required
	.20	Watching for items that might be thrown from pursued vehicle
	.21	Parking patrol car about 8 to 15 feet behind and a little to the left of violator's vehicle

TRAFFIC VIOLATIONS, HANDLING

Instructor's Notes

1.6 ASK learners why this is critical.

2. *Much of this Step has been covered in Procedure No. 3, Step No. 11, Stop selected moving vehicles.*

.1 ILLUSTRATE.
.2 EMPHASIZE.
.3 STRESS.
DEMONSTRATE by using model cars.
.4 EMPHASIZE and DEMONSTRATE by using model cars SHOWING maintenance of equal distance during clocking.
.5 Have learners list proper locations.
.6 ASK learners why.

.8 DEMONSTRATE with models what happens when violator suddenly applies brakes or swerves.

.11 DEMONSTRATE using flashlight.

.14 DEMONSTRATE.

.15 DEMONSTRATE using model cars.
.16 EMPHASIZE.

.18 EMPHASIZE officer's safety.

.20 If items are thrown from vehicle it may be an indication that a felony has been committed. These items may be evidence. Note location where thrown out.

Training Procedure No. 7

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	2.22	Notifying dispatcher before leaving patrol car
	.23	Turning or leaving on red beacon light to warn motorists
	.24	Recording license number on car desk pad before alighting
	.25	Removing sunglasses
	.26	Unfastening holster flap
	.27	Approaching violator and vehicle with caution
	.28	Observing interior of violator's vehicle through rear and side windows
	.29	Noting occupants and contents
	.30	Noting escape routes
	.31	Noting available cover
3. Make identification	3.1	Taking a position to the rear of driver's door and out of range of other door for conversation
	.2	Keeping alert to occupant's movement
	*.3	Keeping flashlight beam out of occupants' eyes
	.4	Greeting courteously using "Sir" or "Maam"
	.5	Requesting violator remain seated in the vehicle
	.6	Informing violator of reason for stopping
	.7	Using tone of voice indicating statement of fact
	.8	Asking for driver's license and vehicle registration
	.9	Accepting only requested documents
	.10	Examining documents for validity
	.11	Requesting verbal pronunciation, spelling of name, and present address
	.12	Addressing by proper title and name thereafter

TRAFFIC VIOLATIONS, HANDLING

Instructor's Notes

2.22 This is critical to the officer's personal safety.

.25 People like to see whom they are talking to.

3.1 DEMONSTRATE by using a learner to simulate this.

.6 EXPLAIN that this is a positive approach and removes doubt in the mind of the driver.

.9 EMPHASIZE accepting documents with weak hand.

Training Procedure No. 7

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	3.13	Comparing apparent physical and verbal information against document
	.14	Noting discrepencies
	.15	Questioning violator further, depend-on answers given
	.16	Answering inquiries courteously and concisely
	.17	Being especially careful in speech and actions with women
	.18	Noting speech and mannerisms of driver to detect abnormal condition
	.19	Avoid discussing fines and/or costs
4. Take enforcement action	4.1	One of the following:
	.1	Giving verbal warning
	.2	Issuing written warning
	.3	Issuing citation
	.4	Arresting when justified
	.2	Using only that amount of force necessary to overcome resistance
	.3	Establishing appearance date and time, mutually agreeable for violator, court, and officer
	.4	Standing on berm-shoulder or curb near patrol car to fill in information on citation
	*.5	Using flashlight for illumination
	.6	Using patrol car to sit in during inclement weather
	.7	Requesting violator stand in safe position, if out of vehicle
	.8	Avoiding use of violator's vehicle to prop feet on or as a desk
	.9	Printing carefully and legibly
	.10	Recording accurately:
	.1	Date of violation
	.2	Time-a.m. or p.m.
	.3	Place of violation
	.4	Date of appearance
	.5	Car and driver identification
	.11	Describing violation

TRAFFIC VIOLATIONS, HANDLING

Instructor's Notes

3.14 ASK learners to CITE examples.

.17 ASK learners to CITE examples of words or actions that might be misinterpreted.

.19 EXPLAIN that drivers who insist on an answer should be advised of the minimum and maximum fine only for the particular offense.

4.11 EXPLAIN that verbal and written warnings must be
.2 considered in the light of departmental regulations
concerning them.

4.1.4 Have learners CITE examples and discuss them as to why they are justified. (Driving while intoxicated, hit and run, stolen car, etc.)

.8 DEMONSTRATE this to group when outside, including foot on bumper, pad on hood.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	4.12	Recording section number of violation
	.13	Having violator sign citation
	.14	Comparing signature with that on driver's license
5. Release violator	5.1	After enforcement action
	.2	After rechecking citation for accuracy and legibility
	.3	After ascertaining if driver understands information on citation
	.4	Returning all documents
	.5	Noting where driver puts documents
	.6	Thanking driver for cooperation
	.7	Asking driver if he would like assistance to return to trafficway

TRAFFIC VIOLATIONS, HANDLING

Instructor's Notes

4.12 Looking up the specific section number in Traffic Vehicle Code Book. No guessing. Check section to be certain it covers the violation.

.13 If he or she will not sign, issue the citation anyhow.

.6
.7 Politeness and concern by the officer are key elements in the satisfactory disposition of a traffic violation.

At conclusion of classroom session take learners outside and have them perform Steps 3, 4, and 5, using patrol car and civilian car.
SELECT two learners, one driver for civilian vehicle and one to play role of officer.
Answer any questions learners may have.

Training Procedure No. 8

TRAFFIC ACCIDENTS, HANDLING

INTRODUCTORY INFORMATION:

A traffic accident defies a rigid set of chronological steps for proper handling. The urgency of any one of its aspects will govern the officer's course of action.

Confusion, hysteria, injuries, fire, foul weather, bad location, high speed, traffic and poor visibility are some of the things encountered at the scene. The need and ability to make sound decisions quickly and see to it that they are carried out are imperative. The officer must control the situation.

EQUIPMENT NEEDED:

- Accident Investigation Kit:
    - Crayon, Marking (lumber yellow)
    - Paper
    - Tape Measure, 100 ft. Metal Reinforced Cloth
    - Tape Measure, 10 ft. Spring Steel (white surface)
    - Template, Accident Investigators
- Motor Vehicle Accident Form
- Form, Statement

GENERAL SAFETY PRACTICES:

Drive safely
Park properly
Be constantly alert for hazards, personal and others
Place all civilian help as safely as possible

	STEPS			KEY POINTS
1.	Receive accident information :	1.1		From dispatcher
	:	.2		From citizen, notifying dispatcher
	:	.3		Recording:
	:		.1	Name and address of citizen reporting
	:		.2	Type of accident:

Note: Items identified by an asterisk pertain to nighttime only.

TRAFFIC ACCIDENTS, HANDLING

TIME ALLOTTED: 3 hours

OBJECTIVES:

1. To assist the officer in better determining action to be taken on the scene.
2. To provide guidelines for the officer to follow, in more effectively handling an accident.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

Cars, Civilian (2)
Cars, Patrol (2)
Chalkboard, chalk, and eraser; or chart pad
Traffic code book - state, city
Vehicle accident report form (in use in each learners department)

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 8, pp. 69-75.

INTRODUCING THE LESSON:

Use the Introductory Information in the procedure.

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Group; Present the Lesson; Application or Tryout; and Follow Up.

Explain that the majority of accidents are not witnessed by an officer, but he is given the assignment to handle them. Therefore, it is obvious that a knowledge of accident handling procedure is imperative.

Instructor's Notes

1.2 EXPLAIN this is done in order to obtain clearance to handle the accident.

.3 EXPLAIN recording is critical, it provides necessary information for the officer to follow-up either the accident or a false report.

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
	1.3.2.1 Personal injury
	.2 Property damage only
	.3 Time received
	.4 Location
	.4 Obtaining as much information as possible
2. Proceed to scene	2.1 Planning action
	.2 Using extreme caution when disobeying traffic laws
	.3 Driving safely
	.4 Using shortest and quickest route
	.5 Using siren and emergency lights in accordance with departmental policy
	.6 Observing weather and road conditions
	.7 Being alert for cars leaving scene
3. Arrive at scene	3.1 Parking car at safe distance from nearest object to be protected
	.2 Leaving emergency lights operating
	*.3 Illuminate accident scene with car lights when necessary
	.4 Using off-street facilities when available and accident is not serious
	.5 Parking car crosswise to road to protect scene when necessary
	.6 Recording time arrived
4. Observe scene and situation	4.1 By quickly scanning area
	.2 To determine course of action
	.3 Traffic flow
	.4 Congestion
	.5 Road blockage
	.6 Urgent matters needing immediate action
	.7 Hazards which could compound the accident
	.8 Positions of victims if thrown from car
5. Protect scene	5.1 To preserve evidence
	.2 Warning approaching traffic

TRAFFIC ACCIDENTS, HANDLING

Instructor's Notes

1.4 This assists in better planning of action to be taken

2.1 CITE examples - planning route, approach to scene, possible assistance required, etc.

.2 EXPLAIN that the officer is subject to obedience of the law when responding to an accident scene, emergency response is not a shield of immunity against having an accident. Read and discuss Sections 4511.03 and 4511.24 from Traffic Vehicle Code Book.

.4 This is one of the reasons for having determined the condition of trafficways on your beat.

.6 These may be contributing factors in the accident, also for your personal safety.

.7 Doing this may lead to the apprehension of person responsible for hit and run, manslaughter, etc.

3.1 EXPLAIN this is determined by considering several factors; speed, visibility, road conditions.

.4 EXPLAIN this is done to ease the handling, it tends to eliminate the curious from stopping, thereby not causing a traffic congestion problem.

.5 This is particularly true at the personal injury accident, but should not be abused.

.6 This covers you and the department should any question arise about response time.

4.1 EXPLAIN some scanning can be done while approaching.

.2 EXPLAIN there is no set procedure, only after determining the situation can action result.

.6 EXPLAIN urgency may be victim care or protection of scene to prevent another accident.

.8 EXPLAIN these should be noted, recorded and photographed when possible.

STEPS	KEY POINTS
	5.3 Setting fusees
	.4 In locating warning device, consider speeds, visibility and road condition
	.5 To prevent further damage and other accidents
	.6 To prevent theft from vehicles or injured persons
	.7 Re-parking patrol car if necessary
	.8 Roping off scene area
	.9 Detouring traffic
	.10 Requesting assistance from bystanders:
	.1 Using professional drivers when possible
	.2 Directing activities of assistants
	.11 Requesting assistance needed from headquarters - be specific
	.12 Using tow trucks or other emergency vehicles and their lights when necessary
	.13 Turning off ignitions and lights of vehicles involved
	.14 Guarding spilled gasoline or other inflammables
6. Care for injured	6.1 Moving occupants ONLY if life endangered
	.2 Calling for rescue squad, ambulance and/or medical help when necessary
	.3 Stop bleeding
	.4 Preventing shock or exposure by keeping injured warm
	.5 Assisting minor injured persons from vehicles safely
	.6 Preventing theft of personal belongings from injured persons
	.7 Noting unusual condition of injured while aiding them, such as evidence of alcohol
	.8 Keeping onlookers away from injured

TRAFFIC ACCIDENTS, HANDLING

Instructor's Notes

5.3 EXPLAIN caution should be used particularly where flammables are concerned. Take wind direction into consideration.

.6 CITE examples: People traveling, Salesman, Debit Collectors, etc.

.10 Taxi, bus, truck drivers, etc.

10.2 EMPHASIZE being specific in directions or instructions.

.13 By doing this a fire may be prevented.

.14 EMPHASIZE, to prevent fires.

6.1 EXPLAIN the reason is to preclude the possibility of compounding an injury.

.5 If the injured person insists, otherwise they remain in the position they are.

.6 Should personal belongings come into your possession be sure a witness can testify as to what you received.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		6.9	Using best help available when necessary
7.	Locate and question drivers and witnesses	7.1	To establish ownership and identity
		.2	By observing
		.3	By inquiring
		.4	Recording license numbers of vehicles at accident scene - possible witnesses
		.5	If driver cannot be located, assume it is a hit and run case
		.6	Examining driver's condition
		.7	Obtaining names and addresses
		.8	Having drivers or owners assist in caring for their property
		.9	Ascertaining number of people involved and possible injuries
8.	Photograph scene	8.1	When necessary
		.2	As soon as practical
		.3	To record things that were not noticed
		.4	To record original scene before changed
		.5	To show damage before vehicles are moved
		.6	To prove statements
		.7	Being selective in photographs taken
		.8	To preserve evidence or clues which may disappear
9.	Sketch scene	9.1	Using Field Sketch Sheet (See Appendix J, page 232)
		.2	To show general relationship of things
		.3	Making as neat and complete as possible - avoid erasing or altering
		.4	Sketch should be identified, day and hour of accident, names of roads, direction of north, names of people who took measurements and made drawing

TRAFFIC ACCIDENTS, HANDLING

Instructor's Notes

6.9 EXPLAIN certain persons on the scene are better qualified to assist, SELECT them.

7.7 Being certain these are accurate.

.9 To correctly establish persons involved, there may have been walkaways or persons removed from the scene.

8.7 To substantiate facts. Make certain photos have evidentiary value.

.8 CITE examples, radiator fluid, gasoline, "erase marks" of tires, point of impact, debris.

Training Procedure No. 8

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
10. Measure distances	10.1	Making measurements with tape
	.2	At all accidents
	.3	Locating point of impact by triangulation with permanent objects
	.4	Of all skidmarks and gouges
	.5	Locating final position of vehicles from point of impact
	.6	Location of dead or injured from point of impact
	.7	By marking various points with yellow crayon after deciding what is to be measured
	.8	Using tape cautiously near electrical wires
	.9	Stopping or warning traffic if necessary
	.10	Being accurate as possible
	.11	Locating temporary objects or things as soon as possible
	.12	Locating any possible traffic hazards
11. Gather physical evidence	11.1	By systematic search from point of approach to scene to point of departure
	.2	By collecting adequate specimens
	.3	Marking or tagging for identification
	.4	To verify or disprove statements of drivers and witnesses
	.5	Determining condition of vehicle both mechanical and otherwise
12. Take written statements	12.1	From drivers
	.2	From witnesses - first from those who may leave or be hard to reach
	.3	At the scene - or the most convenient place
	.4	Be sure statement contains necessary information
	.5	When possible, have signatures witnessed

TRAFFIC ACCIDENT, HANDLING

Instructor's Notes

10. COMPLETE STEPS 8, 9, 10 and 11 following key points.

Take class outside, simulate accident scene with patrol car of civilian cars (examples: front to rear, sideswipe, broadside, right front fender to left front fender). Select learners to perform, each Step 8, 9, 10 and 11.

.1 EMPHASIZE officer must verify proper location of zero end of tape and read measurement personally.

11. SIMULATE physical evidence in STEP 11.

.5 EMPHASIZE. Cite examples of what should be physically checked.

12.4 DEVELOP by asking learners and list on chalkboard.

Training Procedure No. 8

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
13. Complete Motor Vehicle Accident Report form (See Appendix V, pages 247-250)	13.1	Printing information legibly
	.2	At scene
	.3	To systematically gather information
	.4	For departmental records
	.5	To record, who-what-why-when-where and how
	.6	To furnish information to related government agencies and others
	.7	To be used in planning and research
	.8	Information must be complete
	.9	Names and addresses should be verified for spelling and correctness
14. Make arrest or issue citation	14.1	To take enforcement action
	.2	After analyzing accident
	.3	Where elements of violation can be proven in court
	.4	According to departmental policy
	.5	For violations not directly contributing to accident
	.6	For violations contributing to accident
	.7	Be specific in charging violation
	.8	Follow-up arrest or citation by explaining to citizen reason for enforcement action
15. Clear roadway	15.1	As soon as practical
	.2	Restoring normal traffic flow
	.3	Utilizing towing service
	.4	By hand pushing vehicles
	.5	Recording name of towing service
	.6	Requesting owner or driver to select tow truck service, when possible
	.7	Removing or having removed hazardous material from trafficway
	.8	Avoiding unnecessary damage to vehicle
	.9	Being alert to dangers from cables used in towing or righting vehicles
	.10	Being alert and in a safe position while tow truck is maneuvering

TRAFFIC ACCIDENTS, HANDLING

Instructor's Notes

13. Have learners use form in use in their department.

.8 EMPHASIZE.

14.2 EXPLAIN that the officer must first have all the facts available, then make the decision.
.3 Unless this can be done, there is no reason to issue a citation.

.5 CITE examples - improper registration, swinging license plates, no driver's license, etc.
.6 CITE examples - left of center, improper backing, no brakes, obscured vision, etc.
.7 SELECT the law which specifically regards the offense, SHOW copy of traffic code book.

15.6 EXPLAIN that should the owner or driver fail to do this then request the dispatcher to select the tow truck service.

.7 READ and discuss Paragraph 3 of Sect. 4511.74 of Motor Vehicle Laws of Ohio.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
16.	Answer inquiries	16.1	Of involved persons only
		.2	Telling drivers what reports they must file and where obtained
		.3	Giving reliable and helpful information
		.4	Being courteous
		.5	Concerning local and state traffic laws
17.	Follow-up	17.1	Gathering facts not obtained at scene
		.2	Obtaining medical reports from doctor or hospital
		.3	Questioning drivers or witnesses that left the scene
		.4	Arranging for or notifying relatives of dead or injured
		.5	Completing necessary reports
		.6	Requesting departmental assistance
		.7	Notifying dispatcher upon completion of handling accident

TRAFFIC ACCIDENTS, HANDLING

Instructor's Notes

16.1 EXPLAIN that the officer should not be distracted from promptly concluding the handling.

.2 Primarily the financial responsibility law.

.4 EMPHASIZE.

17.4 This may be done by the officer, or request the dispatcher to do it.
.6 CITE examples - additional help for traffic direction, photographer on a fatal, physical evidence technician.
.7 EMPHASIZE.

Training Procedure No. 9

ARRESTING

INTRODUCTORY INFORMATION:

Law enforcement agencies are given the responsibility and authority to arrest in order to protect society from the criminal. Upon the law enforcement officer is conferred the power to arrest, to use it justly and wisely is the officer's duty.

Accompanying arrest are the inherent potential dangers of physical injury or death and civil liability. Every arrest situation demands diagnosis by the officer. No two arrests are alike, they are only similar in certain phases. Each officer must be knowledgeable in both the practical and legal aspects of arrest. In the practical aspect, to develop techniques for deterring or combatting violence and to overcome the mental resistance of an arrestee. In the legal aspect, to assure compliance with the requirements of the law and to preclude legal and departmental discipline as a result of unlawful or improper handling of the arrest.

EQUIPMENT NEEDED:

Baton, Riot
Handcuffs
Injured Arrestee Field Report
Revolver
Stick, Yawara

GENERAL SAFETY PRACTICES:

Maintain physical fitness
Be constantly alert
Approach all persons and onto and into all premises with caution
Request assistance when judgment indicates
Watch arrestee's hands

	STEPS		KEY POINTS
1.	Approach suspect	1.1	As soon as possible
		.2	Unfastening holster flap
		.3	Scanning surrounding area
		.4	Planning action
		.5	Selecting spot for arrest
		.6	Moving in from rear and/or side
		.7	Calmly
		.8	Quietly
		.9	Cautiously
		.10	Cutting off escape route

ARRESTING

TIME ALLOTTED: 4 hours

OBJECTIVES:

1. To promote a constant awareness of personal safety of the officer.
2. To implant in the officer's mind the legal aspect of an arrest.
3. To learn the proper techniques of making an arrest.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.
Belt, Sam Browne
Chalkboard, chalk, and eraser, or chart pad
Ohio Revised Code - Criminal
Vol. 48 Ohio Jurisprudence 2d

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 9, pp. 77-81.

INTRODUCING THE LESSON:

Use the Introductory Information in the procedure.

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Present the Lesson; Application or Tryout; and Follow Up.

Inform the learners that arresting is one of the most critical duties an officer will perform. During the arrest it may become necessary to perform the most critical act, that of taking a human life. Therefore, it is very important that the officer be well informed on the procedure of making an arrest.

Instructor's Notes

1.6 SELECT learner and DEMONSTRATE in classroom.

Training Procedure No. 9

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	1.11	Expecting escape attempt
	.12	Using peripheral vision to detect physical or other hazards
	.13	Using available cover or shadows
	.14	Avoid being silhouetted
	.15	Noting dress for identification
	.16	Watching suspect constantly - especially hands
	.17	Watching for objects that suspect may discard
	.18	Noting his physical and mental condition
	.19	Noting personal physical characteristics for identification
2. Apprehend suspect	2.1	As soon as possible
	.2	Taking by surprise
	.3	Stopping actions
	.4	Pursuing, as required
	.5	Using force as a last resort
	.6	Restraining physically, as required
	.7	Adhering strictly to the laws of arrest
	.8	Keeping suspect away from strong hand side
	.9	Standing slightly to the rear and right of suspect
	.10	Using only that amount of force necessary to overcome resistance
	.11	Using special care with women, juveniles, and mentally ill
	.12	Using revolver for protection of life or preventing escape of felon
	.13	Requesting assistance
3. Arrest suspect	3.1	Commanding "Don't move"
	.2	Identifying self as law enforcement officer
	.3	Ordering to move only as told
	.4	Stating "You are under arrest"
	.5	Stating reason for arrest
	.6	Speaking clearly

ARRESTING

Instructor's Notes

1.14 EXPLAIN that any amount of light from behind tends to outline objects.

.18 ASK learners to illustrate some of these conditions.

.19 ASK learners to point these out.

2.2 CITE examples, ASK learners to suggest others.

.4 READ Sect. 2935.29 of O.R.C. to class and discuss.

.5 REMEMBERING, BY PERSUASION FIRST - FORCE LAST!

.7 EXPLAIN that, if a warrant has been issued, a probable cause exists, or the offense was witnessed by the officer, the arrest is legal.

.8 ASK learners why?

.10 This also is a part of the law of arrest.

.11 READ and discuss Sections 2151.02 and 2151.25 of the Ohio Revised Code.

.12 EMPHASIZE and EXPLAIN to group that these are the only circumstances that justify the use of the revolver.

3. ***SELECT** learner as suspect, **DEMONSTRATE** by following Key Points 3.1 through 3.8.*

.5 Read Sect. 2935.07 of O.R.C. to class and discuss.

STEPS		KEY POINTS
	3.7	Using authoritative tone of voice
	.8	Noting statements by arrestee for later recording
4. Secure arrestee	4.1	Preventing escape
	.2	Ordering arrestee to assume spread-eagle position using vertical surface
	.3	Removing handcuffs from case with weak hand
	.4	Handcuffing hands behind back, palms out, key holes up, double lock pins away from arrestee
	.5	Double locking handcuffs
	.6	Isolating arrestee as soon as possible
	.7	Handcuffing to fixed object, when appropriate
	.8	Keeping in view
	.9	Blocking exits
	.10	Preventing arrestee from injuring himself or others
	.11	Preventing others from injuring arrestee
	.12	Refusing request of arrestee and/or persons wishing to see or speak to him at the scene
5. Search arrestee	5.1	After handcuffing
	.2	Select location:
	.1	Away from people
	.2	Well lighted
	.3	Away from avenues of escape
	.3	For weapons > (See Appendix Z)
	.4	For evidence
	.5	Keeping arrestee in spread-eagle position with head against vertical surface
	.6	Methodically from head to toe
	.7	Using grasping motion of hand on garment and body
	.8	Feeling for objects
	.9	Noting any peculiarities of garments

ARRESTING

Instructor's Notes

4.2 RETAIN learner from Step 3 and DEMONSTRATE Key Points 4.2 through 4.5.

Divide learners into pairs, have them PRACTICE above. CHECK learners and correct mistakes.

COMPLETE balance of key points.

.12 READ and discuss Sections 2935.16, 2935.17, and 2935.20 of O.R.C.

.3 \
.4 / READ and discuss Sections 9, 10, 11, 12 of Vol. 48 Ohio Jurisprudence 2d, (See Appendix Z, pages 254 - 260)

5.5 DEMONSTRATE Key Points 5.5 through 5.8 using learner.

20min. *DIVIDE learners into arresters and arrestees, have them PRACTICE above. CHECK learners and correct mistakes.*

.9 Ask group to CITE examples.

Training Procedure No. 9

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	5.10	Using female officer or trusted adult woman for females
	.11	Providing security for female searcher
	.12	Removing all metal objects that may be potential weapons
	.13	Examining objects carefully to determine if converted to weapon
	.14	Completing bodily search even though weapon or evidence found
	.15	Calling for assistance, when necessary
6. Remove arrestee from scene	6.1	Immediately from a belligerent crowd
	.2	As soon as possible
	.3	Taking to confinement facility or magistrate
	.4	Walking arrestee to confinement facility, if practical
	.5	Holding handcuff chain at all times when moving arrestee
	.6	Requesting departmental assistance for transportation
	.7	Placing arrestee in safest location within vehicle
	.8	Taking purse and spike heeled shoes from female arrestee
	.9	Notifying dispatcher and recording the starting and ending location and odometer reading for females
	.10	Refusing requests of arrestee
	.11	Keeping constantly alert against personal attack or attempt to escape
	.12	Noting statements made by arrestee during transporting
7. Process arrestee for confinement	7.1	Providing required medical treatment
	.2	Completing Injured Arrestee Field Report (See Appendix W, page 252)
	.3	Delivering to custodial officer at appropriate institution
	.4	Adhering to institution's confinement procedures

ARRESTING

Instructor's Notes

5.10 EXPLAIN if you suspect the female is armed, she may be searched. Read Sect. 2923.01 of O.R.C.

.11 CITE examples.

.12 CITE examples, cigarette lighter to pistol, comb, razor blade, leather glove, etc.
ASK learners to CITE other examples.

.14 EMPHASIZE that more than one weapon on the person is the rule rather than the exception.

6.1 EXPLAIN that the officer must protect the accused or suspect.

.3 READ and discuss Sect. 2935.05 of O.R.C.

.5 DEMONSTRATE.

.9 EMPHASIZE.

.10 EMPHASIZE, until arrival at confinement facility where additional help can be acquired.

.11 EMPHASIZE.

.12 CITE some examples of statements the arrestee might make.

7.1 ASK learners what procedure their departments follow.

.2 SHOW form and EXPLAIN. EMPHASIZE for officer's protection.

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
	7.5 Having necessary commitment documents
	.6 Supplying necessary information
	.7 Searching arrestee:
	.1 In presence of custodial officer
	.2 Removing all property
	.3 Giving property to custodial officer
	.4 Retaining possession of evidence
	.5 Giving receipt for evidence taken
	.6 Accounting with custodial officer for arrestee's property
	.8 Signing required forms
	.9 Removing handcuffs
	.10 Keeping constantly alert:
	.1 Against personal attack
	.2 Attempt to escape

ARRESTING

Instructor's Notes

7.5 EXPLAIN that if the institution requires these, have them prepared and take them with you, to preclude violation of the law or institution policy.

.7 EXPLAIN that you may have only conducted a field search, a more detailed search is made at the confinement facility removing all personal possessions.

.4 To maintain the legal chain.

.9 This may be designated by the jailor as to where and when according to jail procedure.

Upon completion of this lesson advise the class that they should study Chapter 2935: Detection; Arrest, of the Ohio Revised Code.

Training Procedure No. 10

TESTIFYING IN COURT

INTRODUCTORY INFORMATION:

The arrest of a suspect after the investigation of a crime does not necessarily close the case or end the officer's responsibility.

Under our system of government, any case involving an arrest may be put to a test. This test is a court trial, which is the right of any person charged with a crime. A trial is the examination of evidence by a jury, the evidence being presented through witnesses by the attorneys for both sides of an action, according to the rules of law as interpreted by the judge. The officer must handle every case, in all its aspects, with this ultimate test in mind, since he connot foretell which investigation will result in an arrest and which of these will result in a trial.

Due to the fact that the officer is neither judge nor jury, he will not pass on legal matters nor determine the guilt or innocence of the defendent. The officer is not an attorney, therefore, he will not defend or prosecute the accused. This leaves the officer but one role in the court trial, that of a witness.

As a witness the officer is sworn to present his testimony to the court concerning his personal knowledge regarding the case. The purpose of this procedure is to assist the officer in testifying truthfully, objectively, and effectively, thereby contributing to the impartial administration of justice.

EQUIPMENT NEEDED:

Appropriate notes
Notebook, Pocket

GENERAL CAUTIONS IN TESTIFYING:

Assuming the public prosecutor's responsibilities must be avoided
Have confidence in the public prosecutor's handling of the case
Follow the public prosecutor's instructions
The officer's bearing and physical appearance must be above reproach
Testify impartially
Maintain an impersonal attitude
Tell the truth
Avoid guessing
Avoid arguing with the defense attorney
Be courteous
Sit erect

TESTIFYING IN COURT

TIME ALLOTTED: 3 hours

OBJECTIVES:

1. To acquaint the learners with the proper method and procedure of testifying in court.
2. To stress the importance of testifying truthfully and objectively.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

Bible
Chalkboard, chalk, and eraser; or chart pad
Physical evidence, Piece of marked
Statement, Signed

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 10, pp. 83-86.

INTRODUCING THE LESSON:

Use the Introductory Information in the procedure.

Discuss each of the General Cautions In Testifying with the learners. Clear-up any misunderstanding. Question selected learners to test their understanding.

PRESENTING THE LESSON:

In presenting each teaching unit in this procedure which requires student participation, follow the Four Step method, namely: Prepare the Group; Present the Lesson; Application or Tryout; and Follow Up.

Training Procedure No. 10

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
1.	Prepare for court appearance	1.1	Reviewing case reports
		.2	Placing only pages pertinent to case in notebook
		.3	Checking personal appearance
		.4	Wearing proper uniform (or conservative business suit and accessories)
		.5	Avoiding the wearing of any fraternal insignia on civilian clothes
		.6	Nothing in breast pocket of civilian coat
		.7	Contacting public prosecutor, if prosecutor has not contacted officer, to discuss case and coordinate activities
		.8	Assembling physical and documentary evidence
		.9	Providing for transportation of physical evidence
2.	Proceed to courthouse	2.1	With evidence and notebook
		.2	Attending correct court on day and at time specified
		.3	Arriving early
		.4	Maintaining respectful demeanor at all times
		.5	Checking with appropriate court personnel, as required
		.6	Discussing case privately only with authorized persons
		.7	Directing all other persons wanting to discuss the case to the public prosecutor
3.	Confer with public prosecutor	3.1	Regarding changes
		.2	Receiving instructions
		.3	Providing physical and documentary evidence
		.4	Avoid the borrowing of prosecutor's copy of the case reports
		.5	Reviewing last minute details

TESTIFYING IN COURT

Instructor's Notes

1.1 EMPHASIZE reviewing until facts can be recalled readily.
.2 EMPHASIZE suitability of loose leaf notebook for this purpose. SHOW by removing excess pages from notebook.
.3 REMIND the learners they will be the center of attraction and the jury will be examining them.
.4 EMPHASIZE wearing type of clothing worn when arrest made.
.5 EXPLAIN prejudice of individual jurors.

.6 DEMONSTRATE using cigars, pencils, note paper, cigarettes.

.7 EXPLAIN when this might be done.

.8 CITE errors in presenting physical evidence in court due to failure in taking this action.
.9 Give EXAMPLES of large items; i.e.: doors, slot machines, and etc.

2.2 Give EXAMPLES of cases being dismissed due to failure to appear.
.3 Arriving late may cause officer to become unnerved.
.4 EMPHASIZE the dignity of the court.

.5 QUESTION group regarding proper personnel, Clerk of Courts, Bailiff, etc.

.6 DISCUSS who these might be.
.7 EMPHASIZE the case is now the responsibility of the prosecutor.

Training Procedure No. 10

LAW ENFORCEMENT OFFICER TRAINING

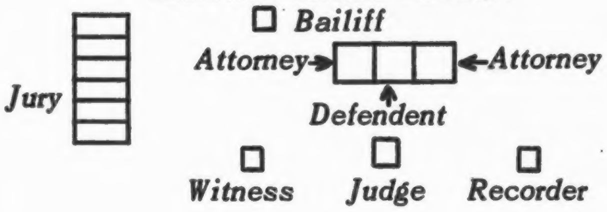
	STEPS		KEY POINTS
4.	Attend court	4.1	Taking no items not relevant into the courtroom
		.2	Giving bailiff Sam Browne belt and revolver in accordance with court policy
		.3	Selecting seat which affords easiest and most direct route to witness stand
		.4	Seating self before judge arrives
		.5	Avoiding all talk
		.6	Writing note when necessary to communicate with prosecutor
		.7	Paying attention to proceedings
		.8	Noting friends and associates of defendant
5.	Take the witness chair	5.1	When summoned
		.2	Be calm
		.3	Maintaining erect posture, dignified carriage, and impersonal attitude
		.4	Standing at attention and raising right arm when being sworn in
		.5	Looking at person giving the oath
		.6	Sitting erect in witness chair
		.7	Avoiding unusual mannerisms or gestures
6.	Answer questions	6.1	Asked by public prosecutor, defense attorney, and judge
		.2	Maintaining an impersonal attitude
		.3	Listening to, hearing, and understanding the question
		.4	Requesting that a question be repeated when not understood
		.5	Thinking about the question
		.6	Formulating the answer mentally and logically before replying
		.7	Answering only the question
		.8	Telling the truth
		.9	Avoid guessing
		.10	Confining testimony to relevant matters

TESTIFYING IN COURT

Instructor's Notes

1 hr. 4. *ARRANGE classroom seating to represent a courtroom as illustrated, if no courtroom is available. Use six learners to represent jury, one as judge, two as attorneys, one as defendant, one as bailiff, and one as recorder.*

SEATING ARRANGEMENT



Alternate learners as officer witness.

.1 EXAMPLES: Newspapers, magazines, shopping bags.

.2 DEMONSTRATE and EMPHASIZE security of weapon.

.3 DEMONSTRATE.

.5 DEMONSTRATE by having selected learners come up to the lecturn to get judges view of group, to show how persons talking disrupt a courtroom.

.6 DEMONSTRATE by catching the eye of bailiff and have him deliver note.

.7 EMPHASIZE.

.8 EXPLAIN: Possible to connect them with each other in commission of other crimes, recognizing them in the field or hangouts.

5.3 DEMONSTRATE walking to witness chair and proper method of sitting down. CALL upon selected learner to PRACTICE.

.4 DEMONSTRATE keeping lower right arm at right angle with upper arm and fingers together. CALL upon selected learner to PRACTICE.

.6 CALL upon selected learner to PRACTICE.

.7 EXAMPLES: Pulling on nose, twirling thumbs, running fingers through hair.

6.2 Have learners PRACTICE at home before a mirror, in privacy, to build confidence.

.4 ILLUSTRATE: "I'm sorry sir, I did not understand the question, will you repeat it please?"

.5 DEMONSTRATE the pause, and EXPLAIN the necessity for it even when learner is asked his name.

.6 Have learner PRACTICE answering questions you direct at him rapidly. SHOW how he gets confused.

.7 DEMONSTRATE how an attorney will look, expecting more to the answer.

.8 EMPHASIZE. If there is one thing they should learn from this procedure it is this Key Point.

.9 ILLUSTRATE how learner can get caught in a web of his own making, thereby, destroying value of his evidence.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	6.11	Volunteering no other information
	.12	Choosing words carefully
	.13	Repeating conversations verbatim
	.14	Avoiding use of technical law enforcement terms, criminal jargon, and slang
	.15	Looking at the judge or jury, as appropriate, when replying
	.16	Speaking clearly in a conversational voice
	.17	Using plain and direct language
	.18	Answering "I don't know", as appropriate
	.19	Answering one question at a time
	.20	Stating "I cannot answer that question with a 'Yes' or 'No' ", as appropriate
	.21	Referring to notes, as required
	.22	Refreshing memory by using notes
	.23	Avoiding arguments
7. Leave the courtroom	7.1	When excused
	.2	Receiving Sam Browne belt and revolver from bailiff
	.3	Avoiding the expression of any opinions concerning the trial
	.4	Refusing to discuss case with unauthorized persons
	.5	Avoid loitering about the courthouse
	.6	Leaving courthouse when dismissed

TESTIFYING IN COURT

Instructor's Notes

6.13 To the best of learner's knowledge.

.14 EMPHASIZE people don't understand, the jury cannot ask questions, therefore, learner's testimony is ineffective.

.15 DEMONSTRATE, therefore, how defense attorney will ask questions to draw learner's remarks away from jury.

***PRACTICE** by calling upon selected learners to take witness chair - move around room in order to accomplish the above.*

.16 CHECK learners while on witness chair. DISCUSS with group. EMPHASIZE keeping mouth free of chewing gum, snuff, candy, etc.

.17 EXPLAIN that jury must understand. Use of big words will cause attorney to catch learner off guard on a definition or its improper use.

.18 EMPHASIZE. Don't be afraid to use it.

.19 DEMONSTRATE rapid fire technique of questioning. REMIND group it is not a good technique for officer interrogations.

.20 EMPHASIZE. Don't be afraid to use it.

.21 DEMONSTRATE and PRACTICE with learners performing.

7.2 Putting on belt, outside of courtroom.

.3 EMPHASIZE. Including brother officers, since reporters may use them as a "reliable source." This does not include superiors.

.5 Jury or public may see you and think you have an unusual interest in the outcome of the case.

1 hr. ***ADMINISTER** final examination.*

1 hr. ***REVIEW** final examination with class after all exam papers have been turned in.*

Have learners complete evaluation sheet.

Inform learners that pocket certification cards and certificates will be issued to those having successfully completed the requirements of the course (attendance and achievement).

Training Procedure No. 11

FIREARMS SAFETY AND NOMENCLATURE

INTRODUCTORY INFORMATION:

Safety in handling firearms is fundamental to the protection of life. There is no margin for error in determining whether or not a firearm is loaded. These statements are particularly true in a training situation. Too often we read or hear about the officer inadvertently shot by a brother officer or see the department floor or ceiling with a bullet hole in it. Each officer must strictly adhere to all safety rules concerning firearms.

Every officer should know, generally, the names of the most important parts of firearms. By doing this an understanding of the mechanical operation is more easily achieved. Knowing the parts and their function in the operation of the weapon better prepares the officer to detect a possible malfunction or unsafe condition. To detect a malfunction or unsafe condition and subsequently repair it ensures dependable operation.

EQUIPMENT NEEDED:

Departmental or personal weapon used on duty - sidearm
Revolver cleaning kit
Shotgun 12 gauge, riot
Shotgun cleaning kit

Teaching Guide No. 11

FIREARMS SAFETY AND NOMENCLATURE

TIME ALLOTTED: 1 1/2 hours

OBJECTIVES:

1. To thoroughly indoctrinate the officer with the safe handling of weapons.

2. To familiarize the officer with the weapons and their parts; to better understand the weapons and how they operate in order to preclude a malfunction.

TEACHING AIDS:

Same as equipment needed.

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit I, Procedure No. 11.

INTRODUCING THE LESSON:

Use introductory information in training procedure No. 11, also tell officers that strict adherence to all safety rules must be complied with, any deviation and the guilty officer will be subject to discipline.

Training Procedure No. 11

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
1. Learn Safety Rules	Treat all guns as though they are loaded.
	Point a firearm only at a person you are justified in killing.
	Allow only an expert to repair your weapon.
	All firearms training must be properly and adequately supervised by someone in authority. All safety precautions must be adhered to and enforced.
	Strictest discipline must be maintained. Carelessness and thoughtlessness cannot and must not be tolerated during firearms training.
	Immediately on picking up a firearm, open the cylinder or action and check to see that it is unloaded--check it again.
	A firearm is given to or received from another person only when the cylinder or action is open.
	Never anticipate a command.
	Check for obstruction in barrel of a firearm before loading.
	Load only after position is taken at the firing point and the command to load has been given.
	Unload when and as instructed.
	Keep the firearm pointed down range at all times.
	Draw a revolver from the holster or reholster with the finger outside the trigger guard.
	When shooting single-action, place your finger on the trigger only after the firearm is pointed toward the target and the cocking action has been completed.

Teaching Guide No. 11

FIREARMS SAFETY AND NOMENCLATURE

Instructor's Notes

1. *Read each rule – Promote discussion of each rule by asking officers why this particular rule?*

Training Procedure No. 11

FIREARMS SAFETY AND NOMENCLATURE

STEPS	KEY POINTS
	No smoking on the firing line.
	No talking on the firing line or to shooters on the firing line, except by instructors.
	Always keep the muzzle of a firearm from touching the ground.
	Place thumb in front of the hammer before releasing the trigger when letting hammer down on a live cartridge.
	In case of a misfire, keep the firearm pointed down range at least ten seconds before opening the cylinder.
	After a malfunction unload and check the barrel for obstructions before firing a succeeding shot.
	Unload firearm before leaving the firing line.
	Leave firing line only when command is given.
	A loaded firearm is allowed only on the firing line.
	Dry fire on the range only under the supervision of an instructor.
	Pay strict attention to the range officer. He will instruct you as to exactly what you are to do.

FIREARMS SAFETY AND NOMENCLATURE

Instructor's Notes

2. *Select a part on the weapon and ask an officer what function he thinks it performs. Do this until each part on the weapon has been explained. Be certain correct part names are used.*

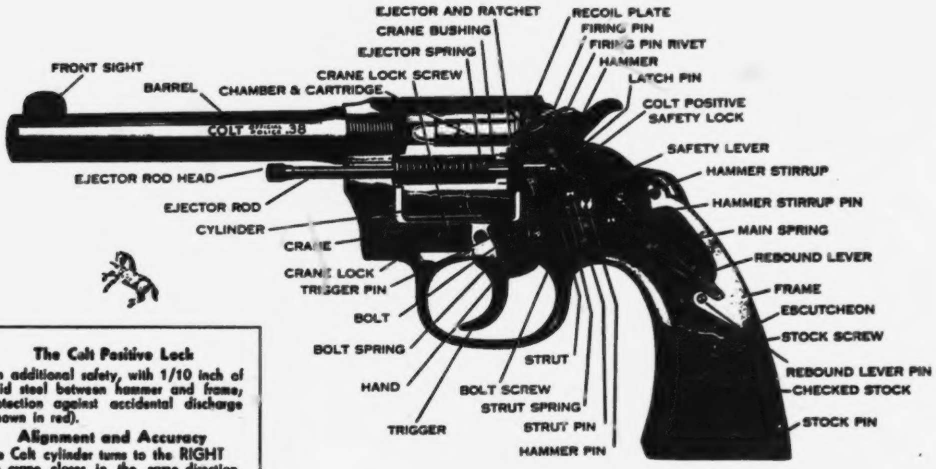
FIREARMS SAFETY AND NOMENCLATURE

STEPS

2. Learn Parts of Revolver

COLT "OFFICIAL POLICE" REVOLVER

Phantom View


EJECTOR AND RATCHET
CRANE BUSHING
EJECTOR SPRING
CRANE LOCK SCREW
CHAMBER & CARTRIDGE
BARREL
FRONT SIGHT
COLT OFFICIAL POLICE .38
RECOIL PLATE
FIRING PIN
FIRING PIN RIVET
HAMMER
LATCH PIN
COLT POSITIVE SAFETY LOCK
SAFETY LEVER
HAMMER STIRRUP
HAMMER STIRRUP PIN
MAIN SPRING
REBOUND LEVER
FRAME
ESCUTCHEON
STOCK SCREW
REBOUND LEVER PIN
CHECKED STOCK
STOCK PIN
EJECTOR ROD HEAD
EJECTOR ROD
CYLINDER
CRANE
CRANE LOCK
TRIGGER PIN
BOLT
BOLT SPRING
HAND
TRIGGER
STRUT
BOLT SCREW
STRUT SPRING
STRUT PIN
HAMMER PIN

The Colt Positive Lock

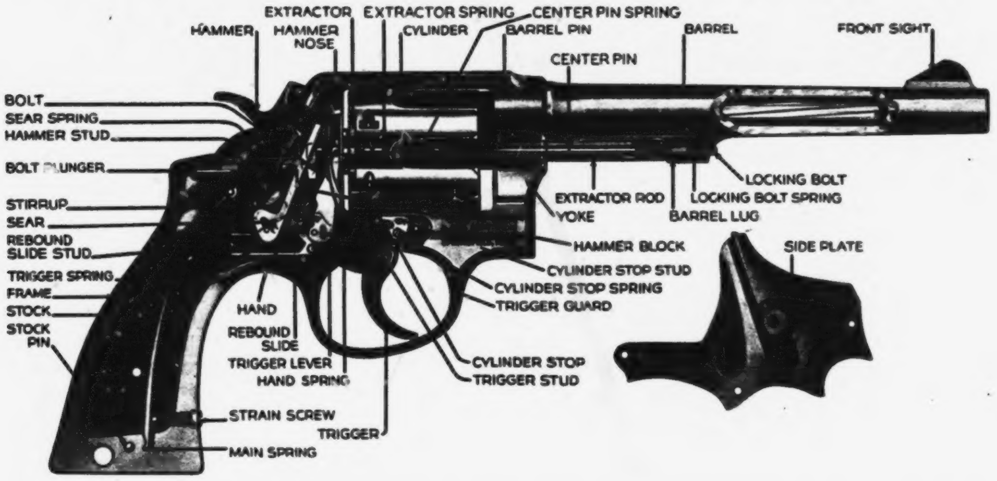
An additional safety, with 1/10 inch of solid steel between hammer and frame, protection against accidental discharge (Shown in red).

Alignment and Accuracy

The Colt cylinder turns to the RIGHT the crane closes in the same direction. The TWO Stepped Colt hand, still in the ratchet at the instant of firing, locks the crane against the frame. Proper alignment of chamber and barrel is assured another factor in Colt's Designed Accuracy.

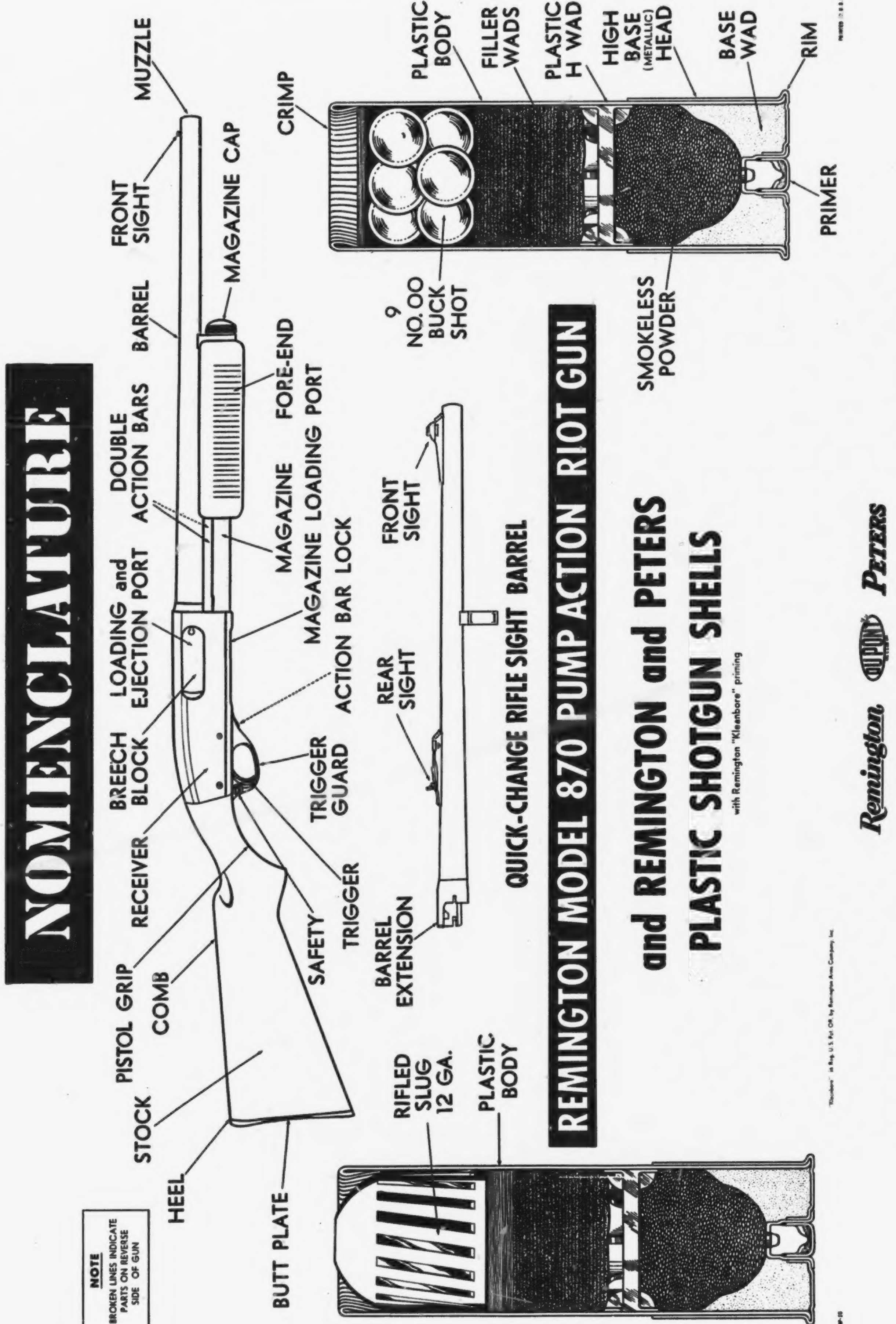
COLT'S PATENT FIRE ARMS MFG. CO., INC.
HARTFORD, CONNECTICUT 06102
PRINTED IN U.S.A.

CUTAWAY VIEW OF THE
38 MILITARY AND POLICE REVOLVER


HAMMER
EXTRACTOR
HAMMER NOSE
EXTRACTOR SPRING
CYLINDER
CENTER PIN SPRING
BARREL PIN
CENTER PIN
BARREL
FRONT SIGHT
BOLT
SEAR SPRING
HAMMER STUD
BOLT PLUNGER
STIRRUP
SEAR
REBOUND SLIDE STUD
TRIGGER SPRING
FRAME
STOCK
STOCK PIN
LOCKING BOLT
EXTRACTOR ROD
LOCKING BOLT SPRING
YOKE
BARREL LUG
HAMMER BLOCK
SIDE PLATE
CYLINDER STOP STUD
CYLINDER STOP SPRING
TRIGGER GUARD
HAND
REBOUND SLIDE
TRIGGER LEVER
HAND SPRING
CYLINDER STOP
TRIGGER STUD
STRAIN SCREW
TRIGGER
MAIN SPRING

SMITH & WESSON SPRINGFIELD, MASS.

2. **REVIEW and question learners about various parts of the revolver**


NOMENCLATURE
NOTE
BROKEN LINES INDICATE PARTS ON REVERSE SIDE OF GUN
BUTT PLATE
HEEL
STOCK
PISTOL GRIP
COMB
SAFETY
RECEIVER
TRIGGER
BREECH BLOCK
TRIGGER GUARD
LOADING and EJECTION PORT
ACTION BAR LOCK
MAGAZINE BAR LOCK
MAGAZINE LOADING PORT
MAGAZINE
DOUBLE ACTION BARS
FORE-END
BARREL
MAGAZINE CAP
FRONT SIGHT
MUZZLE
BARREL EXTENSION
REAR SIGHT
FRONT SIGHT
QUICK-CHANGE RIFLE SIGHT BARREL
RIFLED SLUG 12 GA.
PLASTIC BODY
CRIMP
9 NO.OO BUCK SHOT
PLASTIC BODY
FILLER WADS
PLASTIC H WAD
HIGH BASE (METALLIC) HEAD
BASE WAD
RIM
PRIMER
SMOKELESS POWDER
REMINGTON MODEL 870 PUMP ACTION RIOT GUN
and REMINGTON and PETERS
PLASTIC SHOTGUN SHELLS
with Remington "Kleanbore" priming
Remington
DUPONT
PETERS

FIREARMS SAFETY AND NOMENCLATURE

Instructor's Notes

3. *Select a part on the weapon and ask an officer what function he thinks it performs. Do this until each part on the weapon has been explained. Be certain correct part names are used.*

At the conclusion of this lesson unit (Training Procedure No. 11) advise the class that the next two lesson units (Training Procedures 12 and 13) will take place at (Local Armory Firearms Range). You as the instructor must make arrangements for use of appropriate facilities.

Training Procedure No. 12

REVOLVER SHOOTING - TARGET - COMBAT

INTRODUCTORY INFORMATION:

Target shooting offered through an organized training situation by a qualified instructor provides the best method to learn the fundamentals of revolver shooting. The use of a revolver as a weapon requires expert training and regular practice. Expert training is necessary to acquire the basic knowledge and skill necessary to develop proficiency in handling the weapon and regular practice is required to maintain and increase proficiency.

Once the officer acquires the basic knowledge and skill of handling the revolver he must then proceed to develop as much skill as possible in reacting to a combat situation. Combat shooting requires firing rapidly and accurately.

Concomitant with skillful use of the weapon is the equally important criterion of determining the justifiable use of the weapon. Not knowing under what circumstances the weapon may be used places the officer at a decided disadvantage. Use of the weapon in any situation must be based on sound judgment with the ever present thought that hanging in the balance of a decision is life or death.

EQUIPMENT:

- Revolver Cleaning Kit .38 Caliber:
  - Bore Brush, Brass wire
  - Bore Cleaner
  - Carwax, fine grade
  - Cloth, Polishing
  - Coarse cloth or extra fine steel wool
  - Cylinder Brush, Nylon or Bristle
  - Gun Grease, Fine Grade
  - Lightweight Oil, Fine Grade
  - Patches, Cleaning
  - Rod, Cleaning with detachable tip
- Screwdriver, small
- Toothbrush or 1/2" to 1" Bristle Paint Brush
- Sidearm, Departmental issue or personal
- Target, Silhouette
- Target, Pasters, Black & White
- Uniform of the Day

REVOLVER SHOOTING - TARGET - COMBAT

TIME ALLOTTED: 7 1/2 hours

OBJECTIVES:

1. To develop a degree of proficiency with a revolver
2. To provide determinations for the justifiable use of the revolver

TEACHING AIDS:

Same as equipment needed plus local armory or firearms range.

REFERENCE:

Law Enforcement Officer Training Learner's Manual: Basic Course - Unit I, Training Procedure No. 12.

GENERAL SAFETY PRACTICES:

Review safety practices Training Procedure No. 10.

INTRODUCING THE LESSON:

Use Introductory information in Training Procedure No. 12.

Training Procedure No. 12

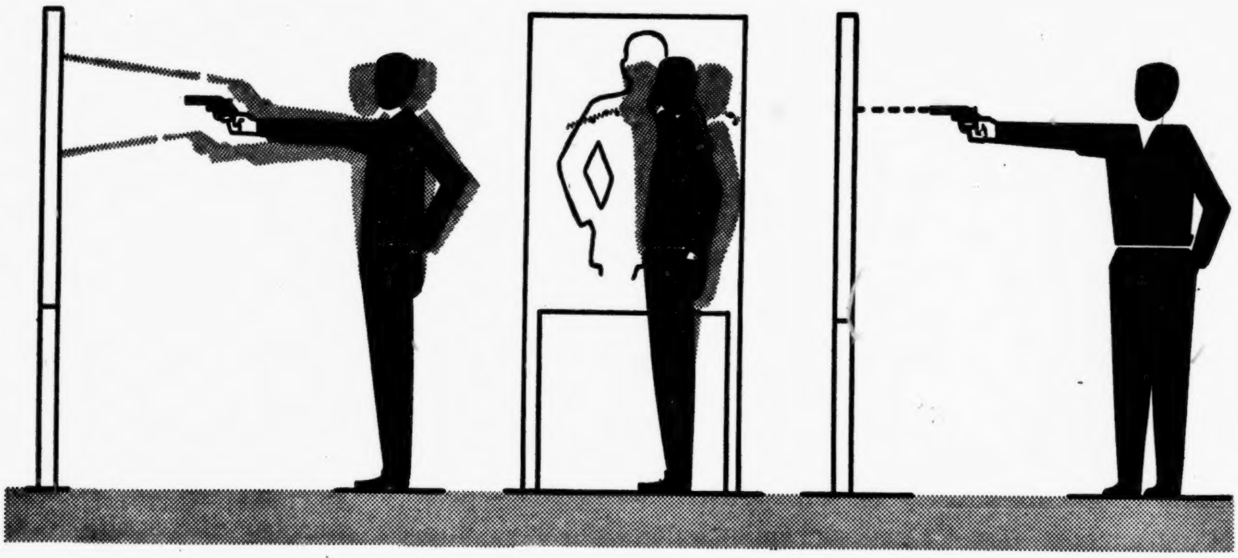
LAW ENFORCEMENT OFFICER TRAINING

GENERAL SAFETY PRACTICES:

Review Safety Practices Training Procedure No. 10

REVOLVER SHOOTING - SINGLE ACTION BULLSEYE TARGET

STEPS	KEY POINTS
1. Assume offhand stance	1. Any one of three positions: 1.1 Face target 1.2 Blade target 1.3 45° angle to target 2. Feet 12" to 18" apart 3. Weight evenly distributed 4. Stance should be practiced till it becomes natural



Stances, left to right: facing target directly; "blading" target; compromise position at 45 degree angle to target.

REVOLVER SHOOTING - TARGET - COMBAT

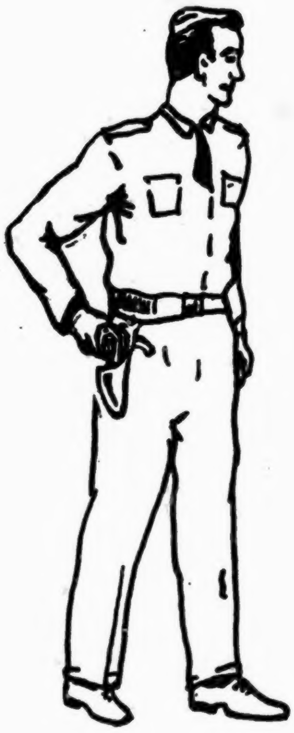
Instructor's Notes

1. Demonstrate position and have officers practice - note each officer's stance and correct if necessary.

Training Procedure No. 12

REVOLVER SHOOTING - TARGET - COMBAT

STEPS	KEY POINTS
2. Draw Revolver	2.1 Face target
	.2 Place strong hand on butt of weapon
	.3 Grip firmly
	.3.1 Place webbing between thumb and forefinger high on back strap
	.3.2 Keep trigger finger out of guard.
	.3.13 Thumb high on frame, no pressure
	.3.14 Maintain grip
	.4 Snap weapon out of holster



REVOLVER SHOOTING - TARGET - COMBAT

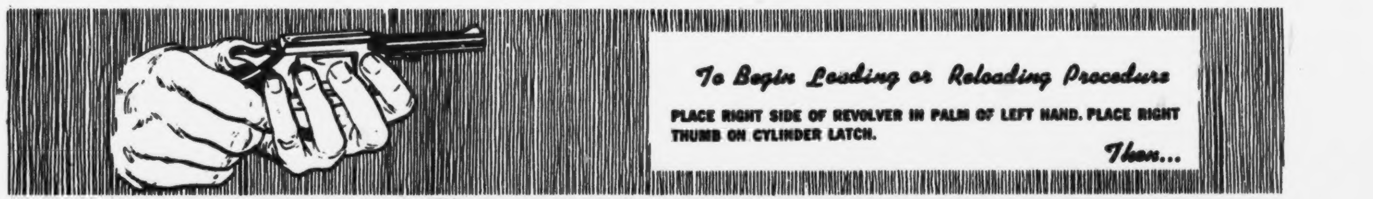
Instructor's Notes

2. Demonstrate and explain each key point - make certain each man is facing down range.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
3.	Load Revolver	3.1	Keep weapon pointed down range
		.2	Place revolver in palm of weak hand
		.3	Releasing cylinder latch with thumb of strong hand
		.4	Push cylinder out with middle two fingers
		.5	Obtain six cartridges
		.6	Lower muzzle to 45° angle
		.7	Hold cartridges in palm of strong hand
		.8	Grasp rim of cartridge with tips of thumb, index and middle finger
		.9	Insert cartridge into cylinder chamber
		.10	Revolve cylinder with thumb of weak hand
		.11	Bringing empty cylinder to the top
		.12	Load all cylinders
		.13	Close cylinder, gently



To Begin Loading or Reloading Procedure

PLACE RIGHT SIDE OF REVOLVER IN PALM OF LEFT HAND. PLACE RIGHT THUMB ON CYLINDER LATCH.

Then...

AS RIGHT THUMB PULLS BACK OR PUSHES FORWARD ON CYLINDER LATCH, DEPENDING ON MAKE OF REVOLVER USED, MIDDLE AND RING FINGERS PUSH CYLINDER AND FOLLOW IT THRU THE REVOLVER FRAME. FIRST AND LITTLE FINGERS REMAIN ON FRAME.

Next...

LEFT THUMB CAN BE USED TO PUSH EJECTOR ROD OR TO TURN CYLINDER IN RELOADING. THUS, THE LEFT HAND HAS COMPLETE CONTROL OF THE REVOLVER, FREEING RIGHT HAND TO REACH INTO POCKET FOR MORE AMMUNITION AT SAME TIME EMPTY CARTRIDGES ARE BEING EJECTED. RAISE MUZZLE WHEN EJECTING.

Remember to...

DROP MUZZLE WHEN RELOADING. IF CYLINDER IS ROTATED COUNTER CLOCKWISE (PULLING WITH THUMB AND PUSHING WITH LEFT MIDDLE FINGER) AND CARTRIDGES ARE INSERTED IN TOP CHAMBER, CYLINDER IS READY TO BE CLOSED ON AN EMPTY CHAMBER. THIS IS IMPORTANT WHEN LOADING 5 ROUNDS ON TIMED COURSES. THE LEFT HAND IS NATURALLY CUPPED BENEATH CYLINDER TO CATCH ANY DROPPED CARTRIDGE. OBTAIN THE CORRECT SINGLE OR DOUBLE ACTION GRIP BEFORE LEFT HAND LEAVES THE FRAME. MOVE INTO SHOOTING POSITION.

After Loading THE CYLINDER IS CLOSED, USING RIGHT THUMB ON CYLINDER LATCH. DO NOT "FLIP" OR "SNAP" THE CYLINDER INTO PLACE. NOTE: THIS RELOADING METHOD, PRACTICED UNTIL IT BECOMES HABITUAL, INSURES MAXIMUM SAFETY BOTH IN TRAINING AND IN THE FIELD.

PROCEDURES IN LOADING AND RELOADING THE REVOLVER

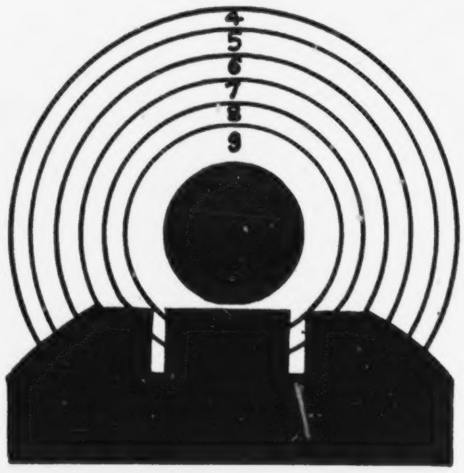
REVOLVER SHOOTING - TARGET - COMBAT

Instructor's Notes

3. Demonstrate and explain each key point - Have each officer practice - check for correct procedures.

REVOLVER SHOOTING - TARGET - COMBAT

STEPS		KEY POINTS
4. Sight on Target	4.1	Extend arm and revolver at shoulder level toward target
	.1.1	Lock shoulder-elbow-wrist in position
	.2	Concentrate vision on revolver sights
	.2.1	Top of front sight even with top of rear sight an equal amount of light on either side of front blade
	.2.2	Target should appear fuzzy or gray, sights clear and sharp



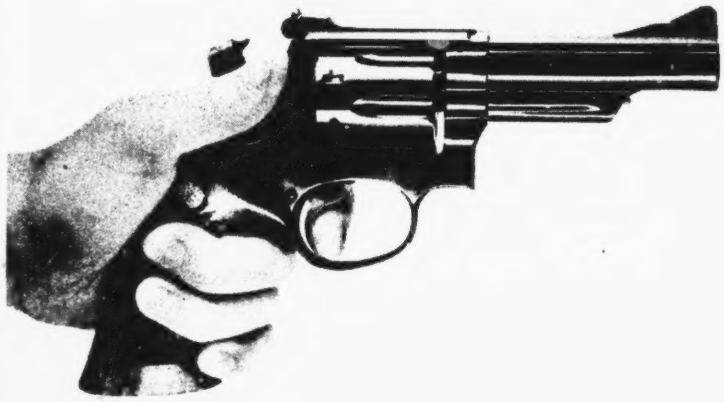
6:00 O'CLOCK HOLD
BULLSEYE TARGET

4. Demonstrate each key point - emphasize concentrating vision on sights, not target.

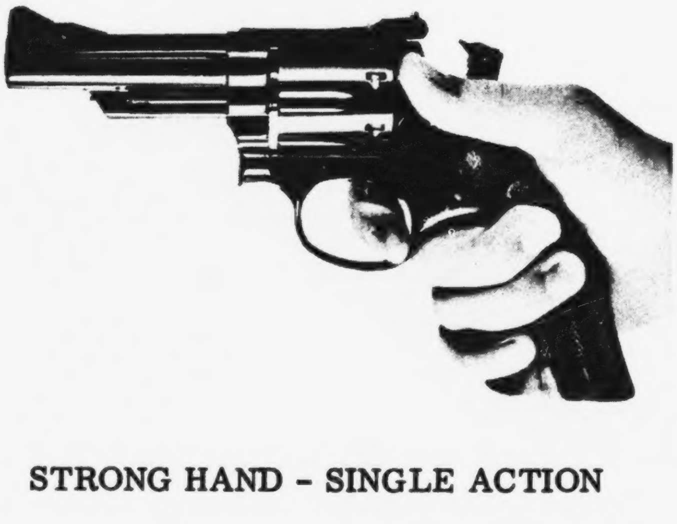
Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS	
5. Fire at target	:	5.1	Cock revolver
	:	.1.1	Use tip of thumb on spur of hammer
	:	.1.2	Do not relax grip
	:	.2	Recheck for correct sight picture
	:	.3	Take a breath, exhale some air, hold rest
	:	.4	Squeeze trigger
	:	.4.1	Centering pad of end joint of index finger on trigger
	:	.4.2	Squeezing straight back
	:	.4.3	Maintaining constant even pressure on trigger
	:	.5	Repeat for number of shots required



WEAK HAND - SINGLE ACTION



STRONG HAND - SINGLE ACTION

REVOLVER SHOOTING - TARGET - COMBAT

Instructor's Notes

5. *Demonstrate and explain each key point - upon completion have class practice by dry firing 5 to 10 times. Use one short blast on traffic whistle to commence and two short blasts to cease fire. Assist officers not hitting the bullseye. At least 50 rounds must be fired single action.*

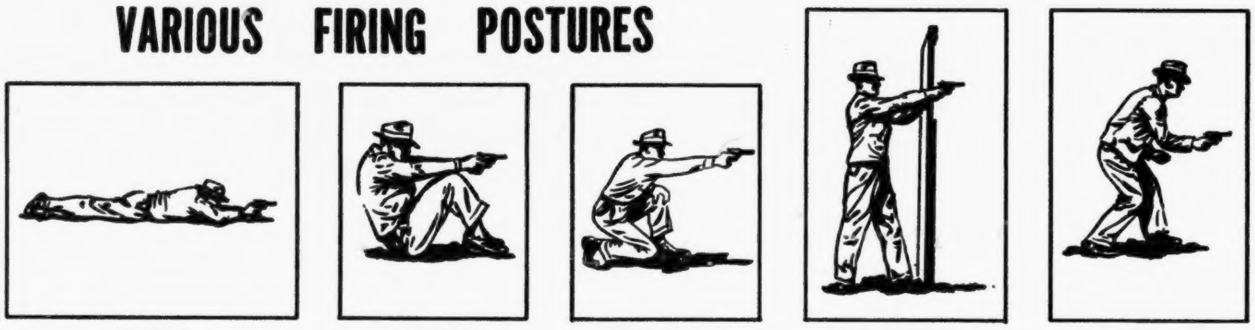
Training Procedure No. 12

REVOLVER SHOOTING - TARGET - COMBAT

REVOLVER SHOOTING - COMBAT - DOUBLE ACTION

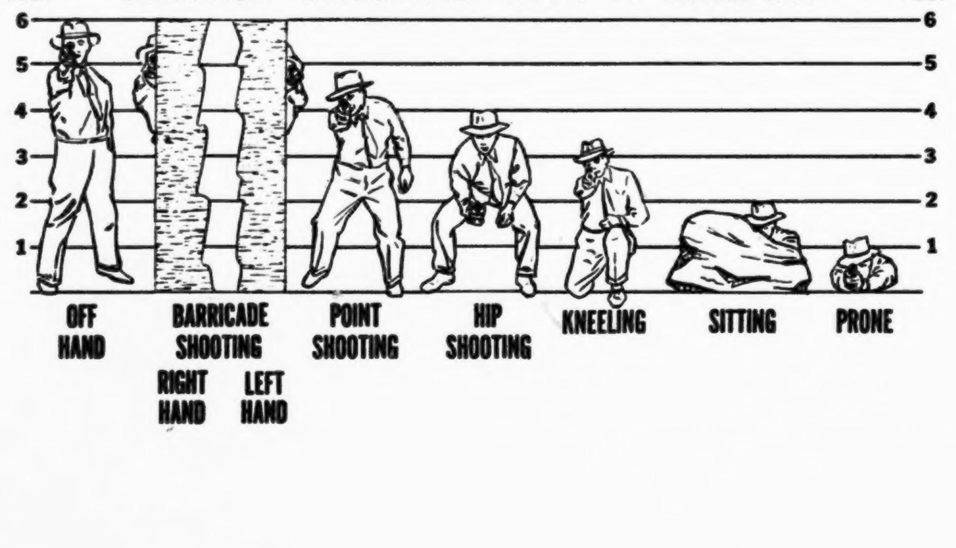
STEPS		KEY POINTS
1. Assume Position	1.1	The position best suited to the situation
	1.1.1	Crouch-hip or point shoulder shooting
	.1.2	Standing - offhand or barricade shooting
	.1.3	Kneeling - Point shoulder shooting
	.1.4	Sitting - using knee as rest
	.1.5	Prone - using free hand as rest

VARIOUS FIRING POSTURES



PRONE SITTING KNEELING STANDING HIP SHOOTING

DEFENSE SHOOTING WITH A HANDGUN


FEET
6
5
4
3
2
1
FEET
6
5
4
3
2
1
OFF HAND
BARRICADE SHOOTING
RIGHT HAND
LEFT HAND
POINT SHOOTING
HIP SHOOTING
KNEELING
SITTING
PRONE

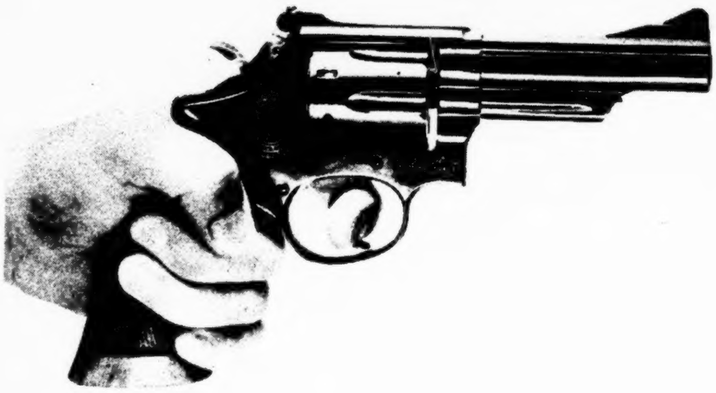
REVOLVER SHOOTING - COMBAT - DOUBLE ACTION

Instructor's Notes

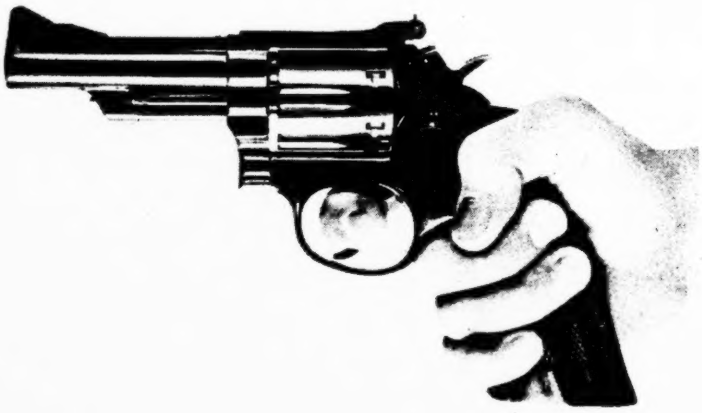
1. Demonstrate each position - Have each officer practice each position.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
2. Draw Revolver	: 2.1	While assuming position
	: .2	Lock hand on butt thumb down
	: .2.1	Keep trigger finger out of trigger guard
	: .3	Snap revolver out of holster
	: .3.1	Insert trigger finger when revolver clears holster
	: .4	Maintain firm grip



WEAK HAND - DOUBLE ACTION



STRONG HAND - DOUBLE ACTION

REVOLVER SHOOTING - TARGET - COMBAT

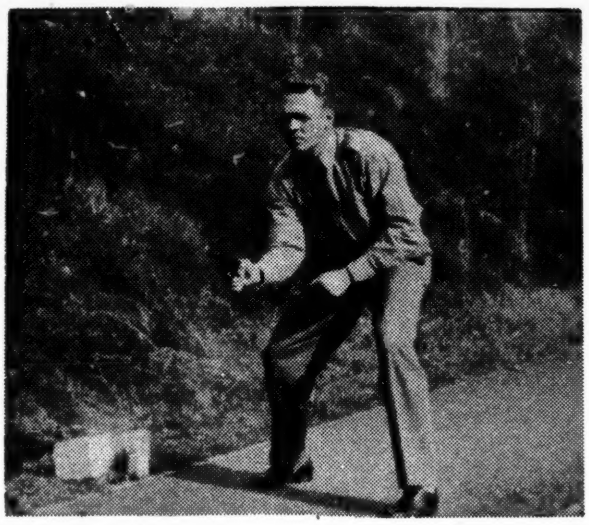
Instructor's Notes

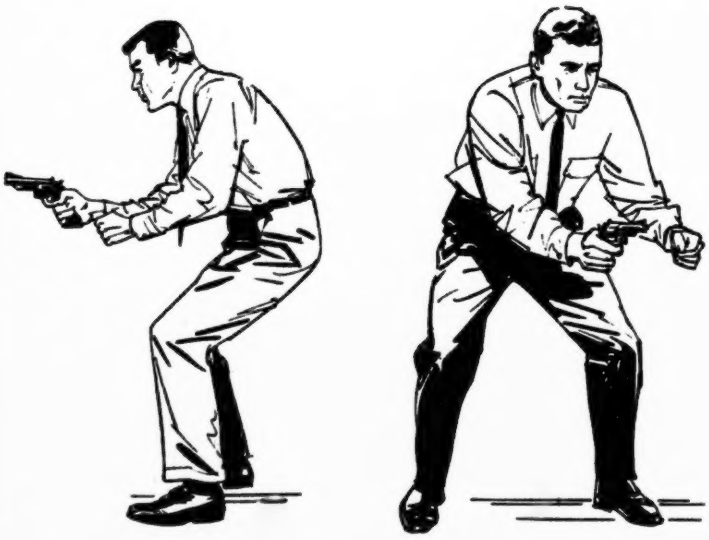
2. Demonstrate-Make certain Weapon is unloaded-Have each officer practice-Inspect weapon cylinders making certain weapon is empty before practice-use whistle signals to draw and holster weapon.

Training Procedure No. 12

REVOLVER SHOOTING - TARGET - COMBAT

STEPS		KEY POINTS
3. Fire at target	3.1	Concentrate vision on target at distances 0 to 15 yards.
A. Hip shooting	3.a.1	Point revolver at target as you would index finger
	a.2	Upper arm 45° angle, forearm and hand parallel to ground
	a.3	Elbow in front of body (tucked in)
	.2	Trigger finger inserted to first joint or further
	.3	Stroke trigger back, smoothly
	.4	Maintaining firm grip





CROUCH POSITION

REVOLVER SHOOTING - TARGET - COMBAT

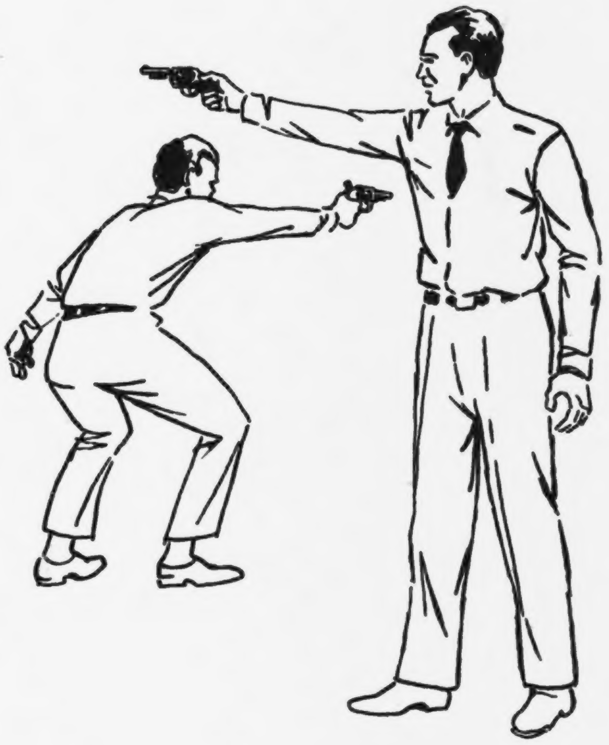
Instructor's Notes

3. Demonstrate - Make certain weapons are empty-Have each officer practice by drawing and dry firing at target (silhouette) 5 to 10 times. Use whistle signals. After dry firing practice have officers load one round and fire on signal. At least 50 rounds must be fired from hip position. Assist officers not hitting "K" area of target. Follow same procedure for all remaining firing positions a thru e.

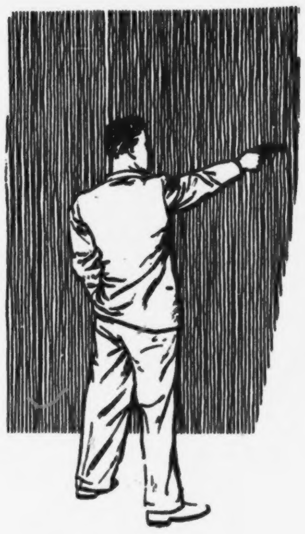
Tell officers to bring the shotgun and 25 shells (20-00 Buck; 5 rifle slugs) used by their department for the next lesson Unit (Training Procedure No. 13).

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
b. Standing or offhand	b.1 In the open or from behind object
	.2 Feet 12" to 18" apart or best balanced position
	.3 Holding revolver straight out at shoulder height
	.4 Locking shoulder, elbow, wrist
	.5 Focusing vision on revolver sights so target appears fuzzy or gray
	.6 Stroke trigger back, smoothly
	.7 Maintaining firm grip



STANDING POSITIONS
WITHOUT SUPPORT



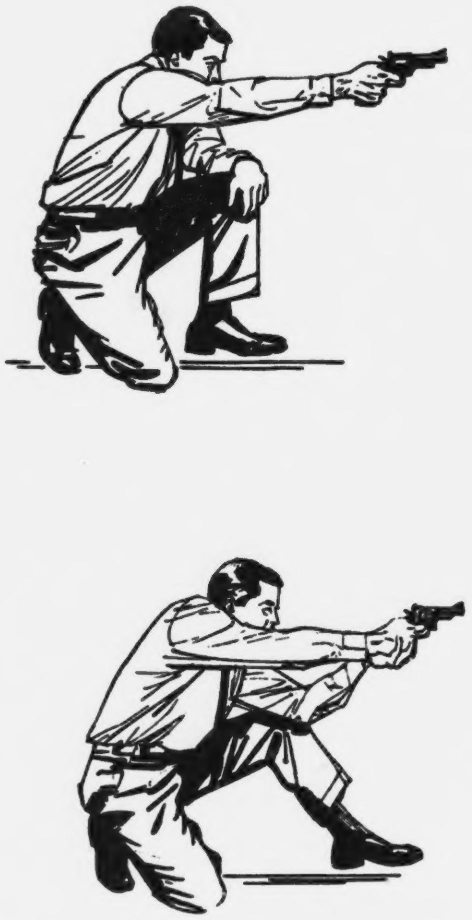
OFF-HAND

b. ***At least 30 rounds weak hand and 30 rounds strong hand.***

Training Procedure No. 12

REVOLVER SHOOTING - TARGET - COMBAT

STEPS		KEY POINTS
c. Kneeling	:	3.c.1 Dropping down to strong knee
	:	.2 Holding revolver straight out at shoulder height
	:	.3 Locking shoulder, elbow and waist
	:	.4 Focusing vision on revolver sights so target appears fuzzy or gray
	:	.5 Stroke trigger back, smoothly
	:	.6 Maintaining firm grip



KNEELING POSITION

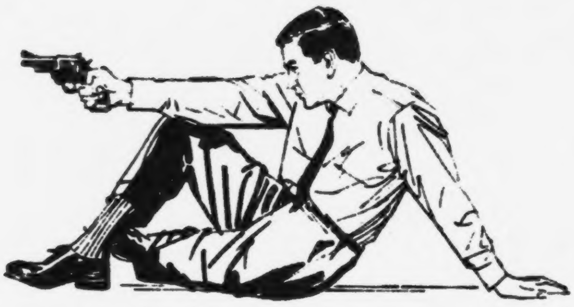
REVOLVER SHOOTING - TARGET - COMBAT

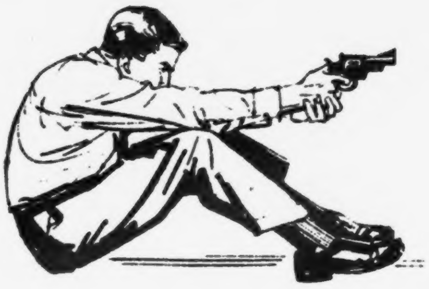
Instructor's Notes

c. ***At least 30 rounds from kneeling position.***

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
d. Sitting	3.d.1	Place weak hand behind back and sit down
	.2	Extend revolver straight out from shoulder
	.3	Lock shoulder, elbow and wrist
	.4	Focus vision on sights so target appears fuzzy or gray
	.5	Stroke trigger back, smoothly
	.6	Maintaining firm grip





SITTING POSITION

REVOLVER SHOOTING - TARGET - COMBAT

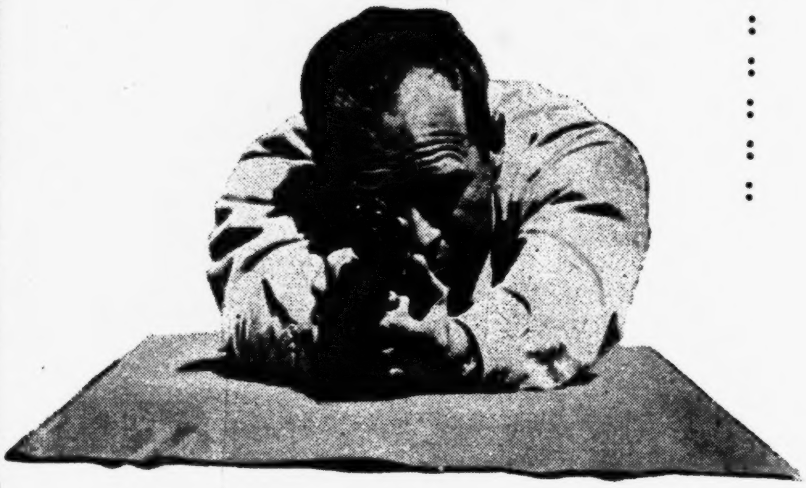
Instructor's Notes

d. *At least 30 rounds from sitting position.*

Training Procedure No. 12

REVOLVER SHOOTING - TARGET - COMBAT

STEPS	KEY POINTS
e. Prone	e.1 Fall to knees and then rest of way down
	.2 Use weak hand to break fall
	.3 Extend revolver arm out and lock in position
	.4 Use palm of weak hand to rest revolver butt (optional)
	.5 Focus vision on revolver sights so target appears fuzzy or gray
	.6 Stroke trigger back, smoothly
	.7 Maintain firm grip



REVOLVER SHOOTING - TARGET - COMBAT

Instructor's Notes

e. ***At least 30 rounds from prone position.***

Training Procedure No. 13

FIREARMS, SHOTGUN SHOOTING (12-gauge)

INTRODUCTORY INFORMATION:

The shotgun is a versatile weapon that commands a tremendous psychological respect because of its effectiveness. At close range, loaded with shot, the shotgun is formidable. Actual aiming is not required and the officer can literally spray any given area. Loaded with the rifled slug and at ranges to 100 yards its penetration and stopping power is more than adequate in most instances. It lends itself well to a law enforcement combat situation both psychologically and through effective firepower.

The law enforcement officer who resorts to the use of a shotgun by assignment or choice must be trained in its use. Placed in the hands of an untrained officer the shotgun is dangerous to all involved and its effectiveness is doubtful.

EQUIPMENT NEEDED:

Riot Shotgun, 12-Ga. Pump or Automatic
Shells, 12-Ga. 00 Buck Shot
Shells, 12-Ga. Rifled slug
Shotgun, 12 Ga. Cleaning kit
Target, Bobber

GENERAL SAFETY PRACTICES:

Make certain safety is on at all times other than actual firing
Never load until instructed to load
Keep shotgun pointed down range at all times
Check shotgun shells to make certain they are proper gauge and
  load - pellet - slug
Visually check barrel and receiver for obstruction

FIREARMS, SHOTGUN SHOOTING (12-gauge)

TIME ALLOTTED: 3 hours

OBJECTIVES:

1. To develop a degree of proficiency in the use of a shotgun
2. To acquaint the officer with the versatility of the shotgun

TEACHING AIDS:

Same as equipment needed plus firearms range or suitable location for firing shotgun.

REFERENCE:

Law Enforcement Officer Training Learner's Manual; Basic Course - Unit I, Training Procedure No. 13.

GENERAL SAFETY PRACTICES:

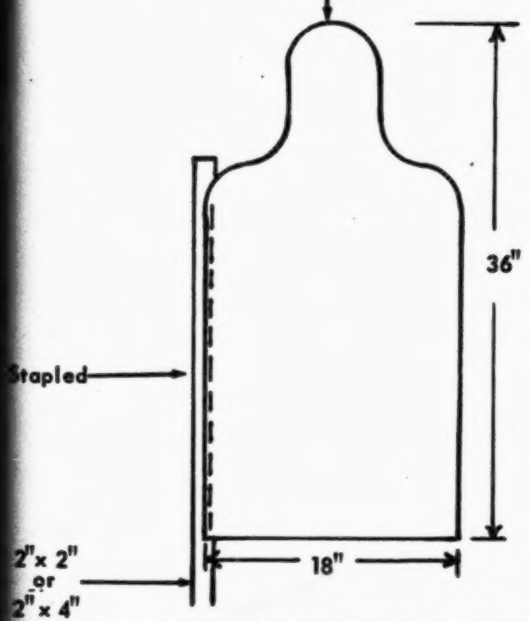
Read and discuss each practice

INTRODUCING THE LESSON:

Use introductory information in Training Procedure No. 13. Instruct officers that strict adherence to instructions and Safety. Procedures is mandatory.

Training Procedure No. 13

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
1. Assume stance a. Hip	1.1 Facing target
	2. Lock stock against side just above hip
	3. Use forearm parallel to stock for locking
	4. Pointing shotgun at target
	5. Using peripheral vision to line up barrel and target
	6. Place weak hand on fore-end
Top of target should be 5'8" to 6' above level of ground.  SHOTGUN BOBBER TARGET (cardboard or similar material)	
b. Shoulder	1.b.1 Bring shotgun to shoulder height
	.2 Fit stock tight against shoulder on muscular portion
	.3 Point shotgun at target
	.4 Place weak hand on fore-end
2. Load shotgun a. Pump	2.a.1 Make certain safety is in "on" position
	a.2 Turn shotgun over so trigger guard is up
	a.3 Check shells for damage, proper gauge, proper load
	a.4 Insert shells in magazine loading port
	a.5 Start shell in by using thumb, index and middle finger
	a.6 Use thumb on base of shell to push shell in rest of way
	a.7 After magazine loaded return shotgun to firing position
	a.8 Pull back quickly and firmly on fore-end to load shell in firing chamber
b. Automatic	2.b.1 Follow above procedure except pull back on operating handle to load shell in firing chamber

FIREARMS, SHOTGUN SHOOTING (12-gauge)

Instructor's Notes

1. Demonstrate-Follow each key point-Have officers face down range. Inspect shotguns making certain they are empty- Have them practice positions (hip-shoulder). Check each to make certain weapon is properly positioned.

2. Demonstrate-Follow key points - Have officers practice loading on whistle signal one shell at a time.

FIREARMS, SHOTGUN SHOOTING (12-gauge)

STEPS	KEY POINTS
3. Fire shotgun	3.1 Release safety with index finger
	.2 Recheck sight alignment
a. pump	.3 Squeeze trigger back firmly and rapidly
	.4 Release trigger completely
	.5 Readjust shotgun on target if necessary
	.6 Pull back quickly and firmly on fore-end to reload chamber
	.7 Repeat trigger squeeze and reloading as often as necessary
b. Automatic	b.1 Trigger may be squeezed till all rounds are expended then reloaded.

FIREARMS, SHOTGUN SHOOTING (12-gauge)

Instructor's Notes

3. Demonstrate-Have officers fully load shotgun and fire at bobber target from hip position and shoulder position - alternate firing use whistle signals.

APPENDICES

APPENDIX A

THE BILL OF RIGHTS

Original Ten Amendments to the Constitution with Preamble

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I. Freedom of Religion, Speech, and the Press; Right of Assembly and Petition. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

ARTICLE II. Right to Keep and Bear Arms. A well regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

ARTICLE III. Quartering of Soldiers. No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

ARTICLE IV. Right of Search and Seizure Regulated. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

ARTICLE V. Rights of the Accused in Criminal Proceedings. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

ARTICLE VI. Right to Speedy Trial, Witnesses, Etc. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

ARTICLE VII. Right of Trial by Jury. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

ARTICLE VIII. Protection Against Excessive Bail and Punishments. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

ARTICLE IX. Rights Retained by the People. The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

ARTICLE X. Rights of States Under Constitution. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

APPENDIX B

LAW ENFORCEMENT CODE OF ETHICS

As a Law Enforcement Officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession....law enforcement.

APPENDIX C

CANONS OF POLICE ETHICS

ARTICLE 1. PRIMARY RESPONSIBILITY OF JOB

The primary responsibility of the police service, and of the individual officer, is the protection of the people of the United States through the upholding of their laws; chief among these is the Constitution of the United States and its amendments. The law enforcement officer always represents the whole of the community and its legally expressed will and is never the arm of any political party or clique.

ARTICLE 2. LIMITATIONS OF AUTHORITY

The first duty of a law enforcement officer, as upholder of the law, is to know its bounds upon him in enforcing it. Because he represents the legal will of the community, be it local, state or federal, he must be aware of the limitations and proscriptions which the people, through the law, have placed upon him. He must recognize the genius of the American system of government which gives to no man, groups of men, or institution, absolute power, and he must insure that he, as a prime defender of that system, does not pervert its character.

ARTICLE 3. DUTY TO BE FAMILIAR WITH THE LAW AND WITH RESPONSIBILITIES OF SELF AND OTHER PUBLIC OFFICIALS

The law enforcement officer shall assiduously apply himself to the study of the principles of the laws which he is sworn to uphold. He will make certain of his responsibilities in the particulars of their enforcement, seeking aid from his superiors in matters of technicality or principle when these are not clear to him; he will make special effort to fully understand his relationship to other public officials, including other law enforcement agencies, particularly on matters of jurisdiction, both geographically and substantively.

ARTICLE 4. UTILIZATION OF PROPER MEANS TO GAIN PROPER ENDS

The law enforcement officer shall be mindful of his responsibility to pay strict heed to the selection of means in discharging the duties of his office. Violations of law or disregard for public safety and property on the part of an officer are intrinsically wrong; they are self-defeating in that they instill in the public mind a like disposition. The employment of illegal means, no matter how worthy the end, is certain to encourage disrespect for the law and its officers. If the law is to be honored, it must be honored by those who enforce it.

ARTICLE 5. COOPERATION WITH PUBLIC OFFICIALS IN THE DISCHARGE OF THEIR AUTHORIZED DUTIES

The law enforcement officer shall cooperate fully with other public officials in the discharge of authorized duties, regardless of party affiliation or personal prejudice. He shall be meticulous, however, in assuring himself of the propriety, under the law, of such actions and shall guard against the use of his office or person, whether knowingly or unknowingly, in any improper action. In any situation open to question, he shall seek authority from his superior officer, giving him a full report of the proposed service or action.

ARTICLE 6. PRIVATE CONDUCT

The law enforcement officer shall be mindful of his special identification by the public as an upholder of the law. Laxity of conduct or manner in private life, expressing either disrespect for the law or seeking to gain special privilege, cannot but reflect upon the police officer and the police service. The community and the service require that the law enforcement officer lead the life of a decent and honorable man. Following the career of a policeman gives no man special perquisites. It does give the satisfaction and pride of following and furthering an unbroken tradition of safeguarding the American republic. The officer who reflects upon this tradition will not degrade it. Rather, he will so conduct his private life that the public will regard him as an example of stability, fidelity and morality.

ARTICLE 7. CONDUCT TOWARD THE PUBLIC

The law enforcement officer, mindful of his responsibility to the whole community, shall deal with individuals of the community in a manner calculated to instill respect for its laws and its police service. The law enforcement officer shall conduct his official life in a manner such as will inspire confidence and trust. Thus, he will be neither over-bearing nor subservient, as no individual citizen has an obligation to stand in awe of him nor a right to command him. The officer will give service where he can, and require compliance with the law. He will do neither from personal preference or prejudice but rather as a duly appointed officer of the law discharging his sworn obligation.

ARTICLE 8. CONDUCT IN ARRESTING AND DEALING WITH LAW VIOLATORS

The law enforcement officer shall use his power of arrest strictly in accordance with the law and with due regard to the rights of the citizen concerned. His office gives him no right to prosecute the violator nor to mete out punishment for the offense. He shall, at all times, have a clear appreciation of his responsibilities and limitations regarding detention of the violator; he shall conduct himself in such a manner as will minimize the possibility of having to use force. To this end he shall cultivate a dedication to the service of the people and the equitable upholding of their laws whether in the handling of law violators or in dealing with the law-abiding.

ARTICLE 9. GIFTS AND FAVORS

The law enforcement officer, representing government, bears the heavy responsibility of maintaining, in his conduct, the honor and integrity of all government institutions. He shall, therefore, guard against placing himself in a position in which any person can expect special consideration or in which the public can reasonably assume that special consideration is being given. Thus, he should be firm in refusing gifts, favors, or gratuities, large or small, which can, in the public mind, be interpreted as capable of influencing his judgment in the discharge of his duties.

ARTICLE 10. PRESENTATION OF EVIDENCE

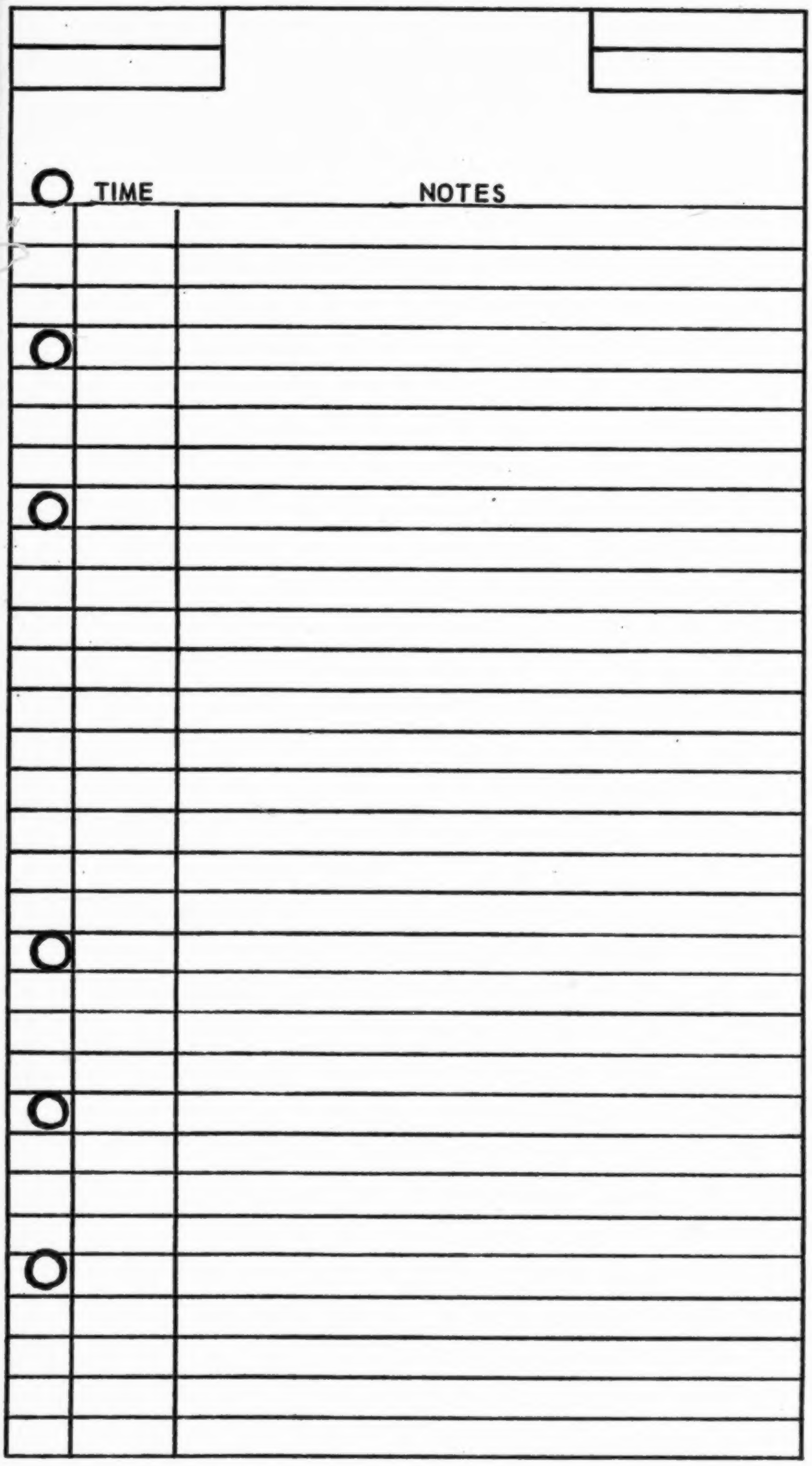
The law enforcement officer shall be concerned equally in the prosecution of the wrong-doer and the defense of the innocent. He shall ascertain what constitutes evidence and shall present such evidence impartially and without malice. In so doing, he will ignore social, political, and all other distinctions among the persons involved, strengthening the tradition of the reliability and integrity of an officer's word.

The law enforcement officer shall take special pains to increase his perception and skill of observation, mindful that in many situations his is the sole impartial testimony to the facts of a case.

ARTICLE 11. ATTITUDE TOWARD PROFESSION

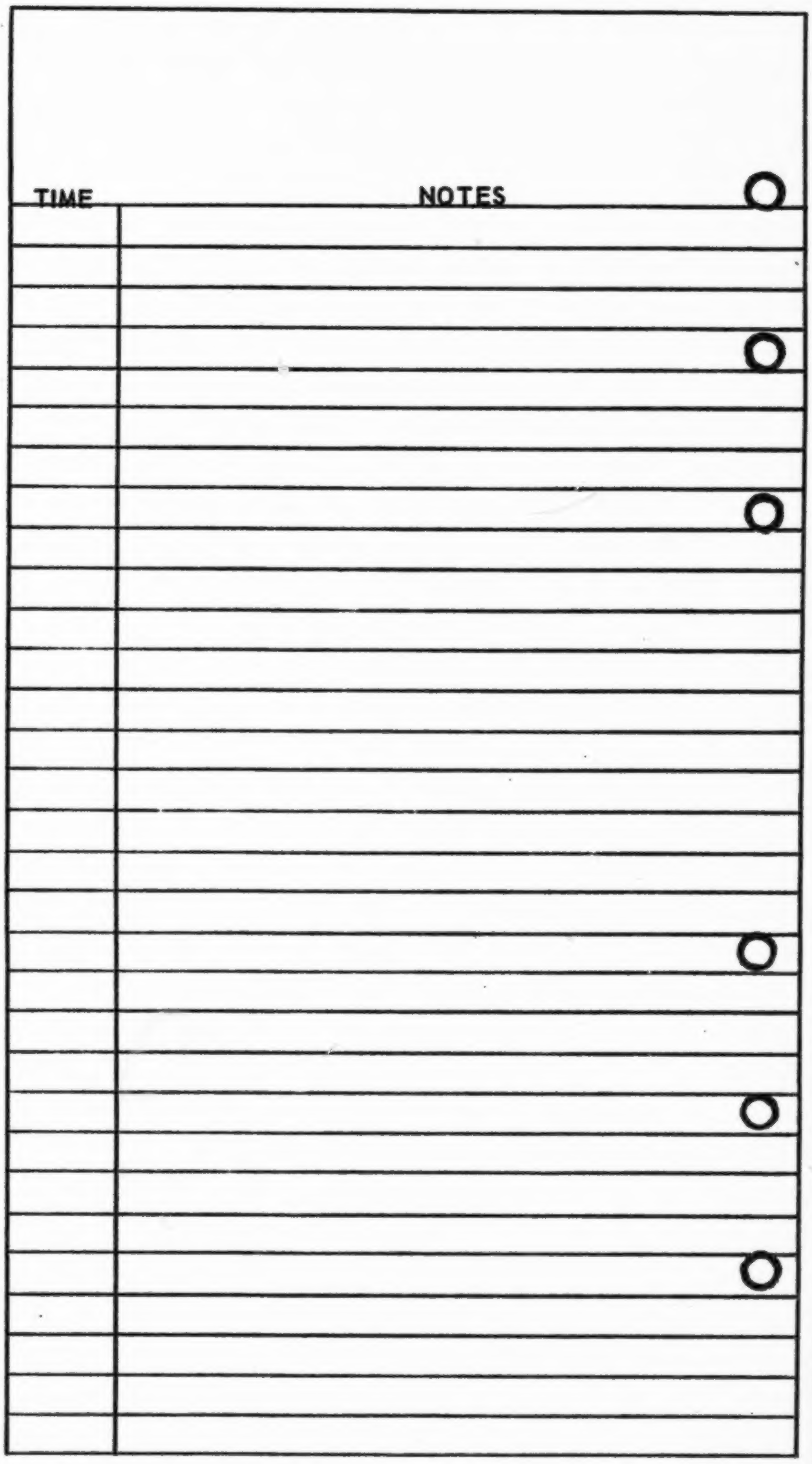
The law enforcement officer shall regard the discharge of his duties as a public trust and recognize his responsibility as a public servant. By diligent study and sincere attention to self-improvement he shall strive to make the best possible application of science to the solution of crime and, in the field of human relationships, strive for effective leadership and public influence in matters affecting public safety. He shall appreciate the importance and responsibility of his office, hold police work to be an honorable profession rendering valuable service to his community and his country.

APPENDIX D



TIME NOTES

Front Side

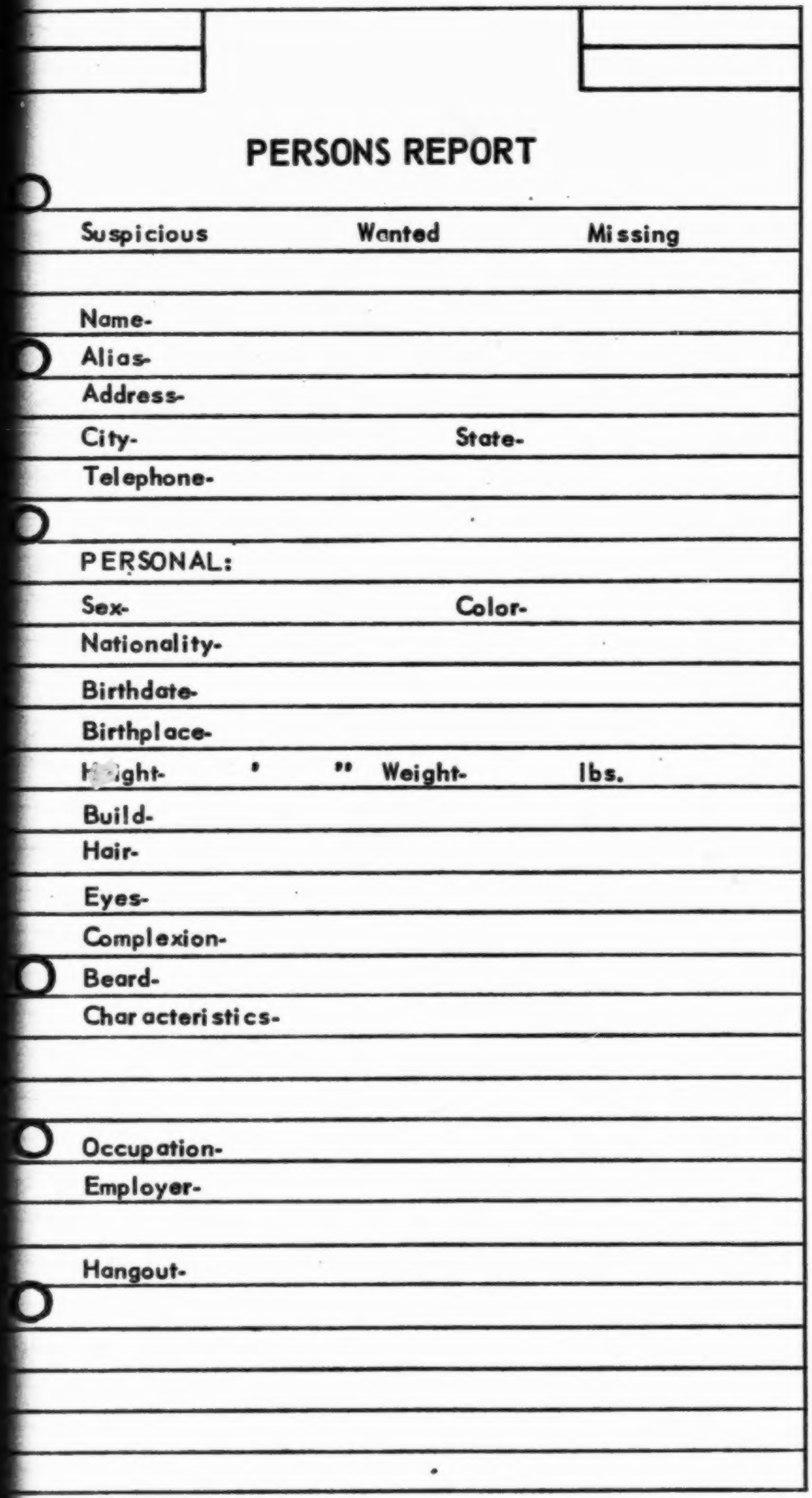


TIME NOTES

Back Side

FIELD NOTEBOOK LOG

APPENDIX E



PERSONS REPORT

Suspicious Wanted Missing

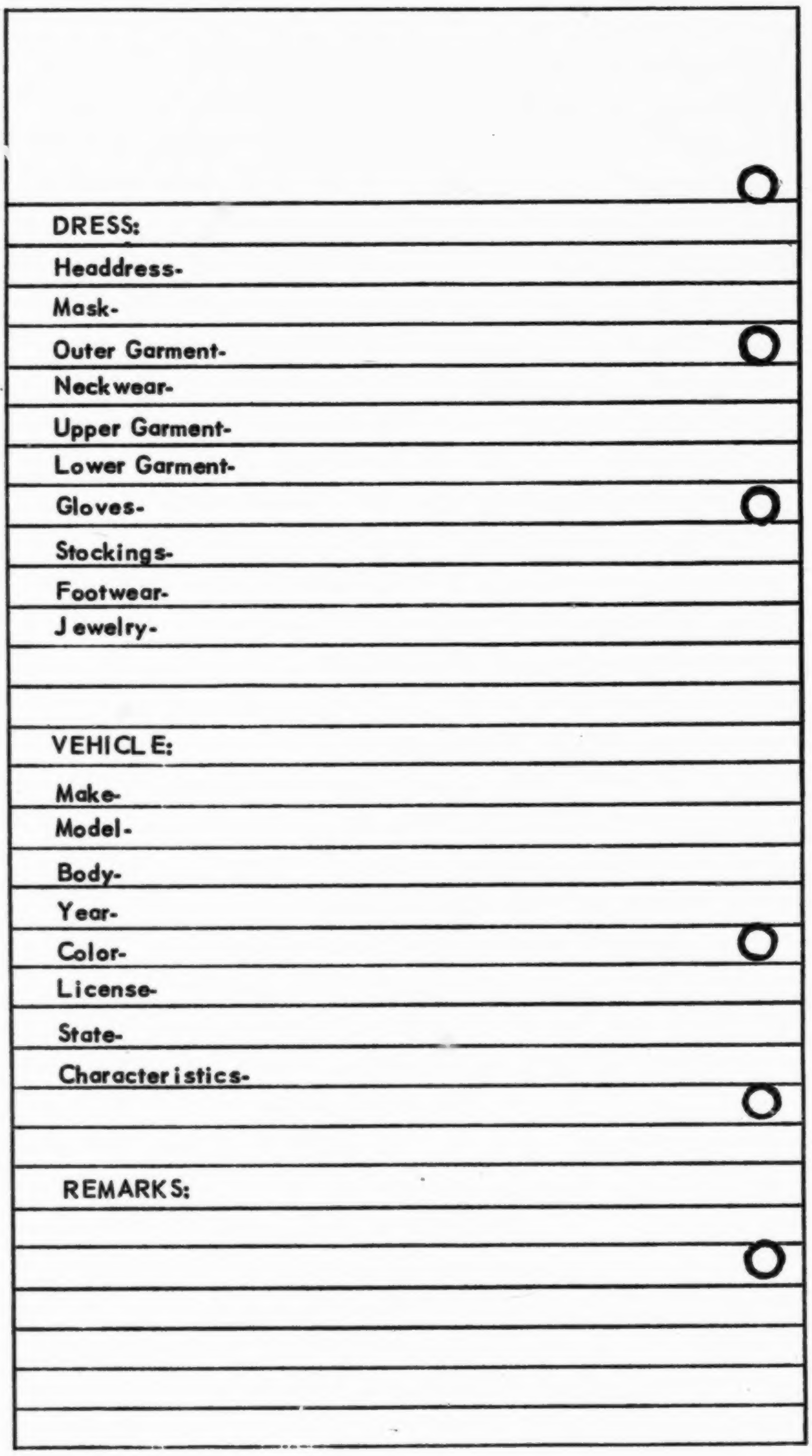
Name-
Alias-
Address-
City- State-
Telephone-

PERSONAL:
Sex- Color-
Nationality-
Birthdate-
Birthplace-
Height- ' " Weight- lbs.
Build-
Hair-
Eyes-
Complexion-
Beard-
Characteristics-

Occupation-
Employer-

Hangout-

Front Side



DRESS:
Headdress-
Mask-
Outer Garment-
Neckwear-
Upper Garment-
Lower Garment-
Gloves-
Stockings-
Footwear-
Jewelry-

VEHICLE:
Make-
Model-
Body-
Year-
Color-
License-
State-
Characteristics-

REMARKS:

Back Side

PERSONS REPORT

APPENDIX F

*Armed ○ ○ ○ ○ ○ ○ # Felony

	A	B	C	D	E	F	G	H	I	J	K	L	M	
	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	

Front Side

WANTED VEHICLE LIST

APPENDIX F (cont.)

* Armed WANTED VEHICLE LIST # Felony

0	1	2	3	4

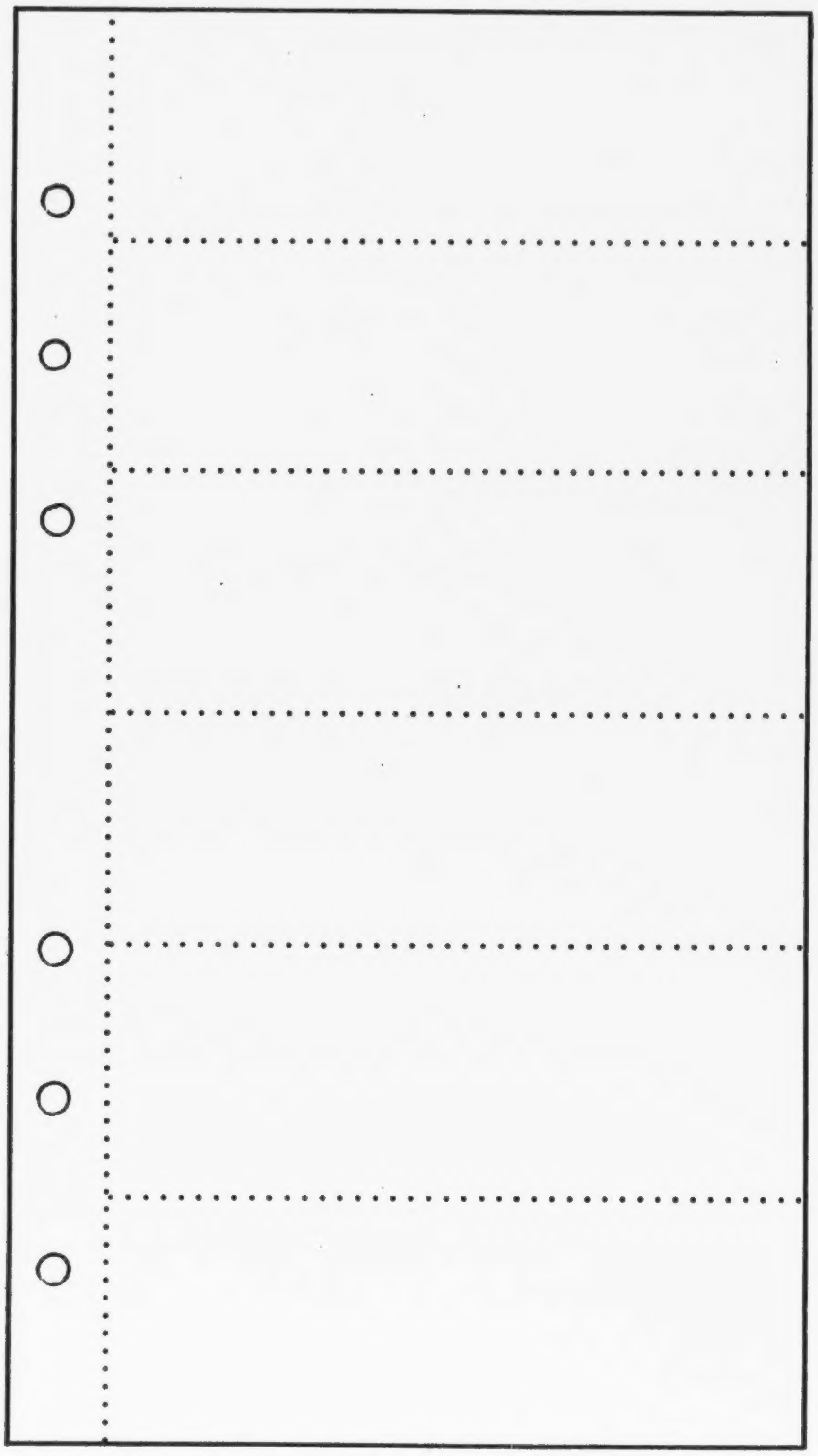
○ ○ ○ ○ ○ ○

*Armed ○ ○ ○ ○ ○ ○ # Felony

5	6	7	8	9

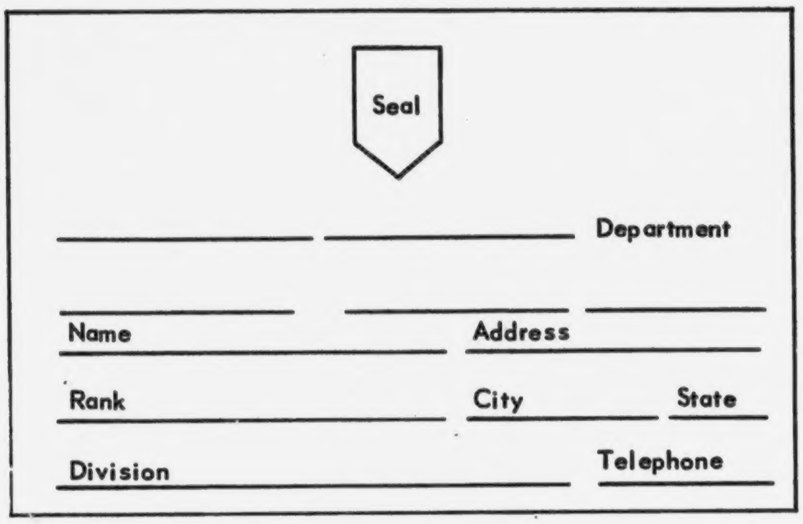
Back Sides
WANTED VEHICLE LIST

APPENDIX G



PERFORATED MEMO

APPENDIX H



Seal

Department

Name

Address

Rank

City

State

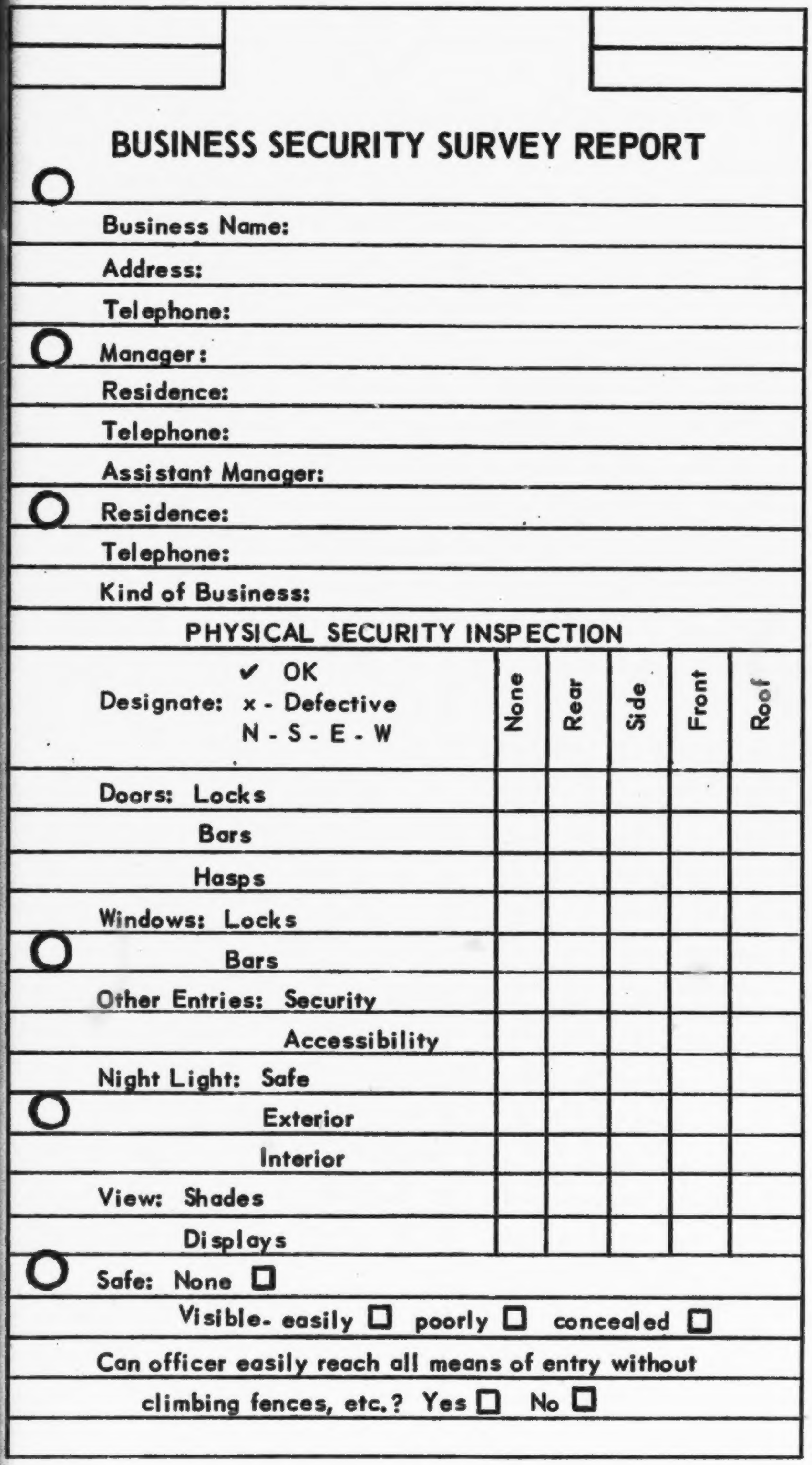
Division

Telephone

(Recommended size 2" x 3-1/2")

SAMPLE BUSINESS CARD

APPENDIX I



BUSINESS SECURITY SURVEY REPORT

Business Name:

Address:

Telephone:

Manager:

Residence:

Telephone:

Assistant Manager:

Residence:

Telephone:

Kind of Business:

PHYSICAL SECURITY INSPECTION

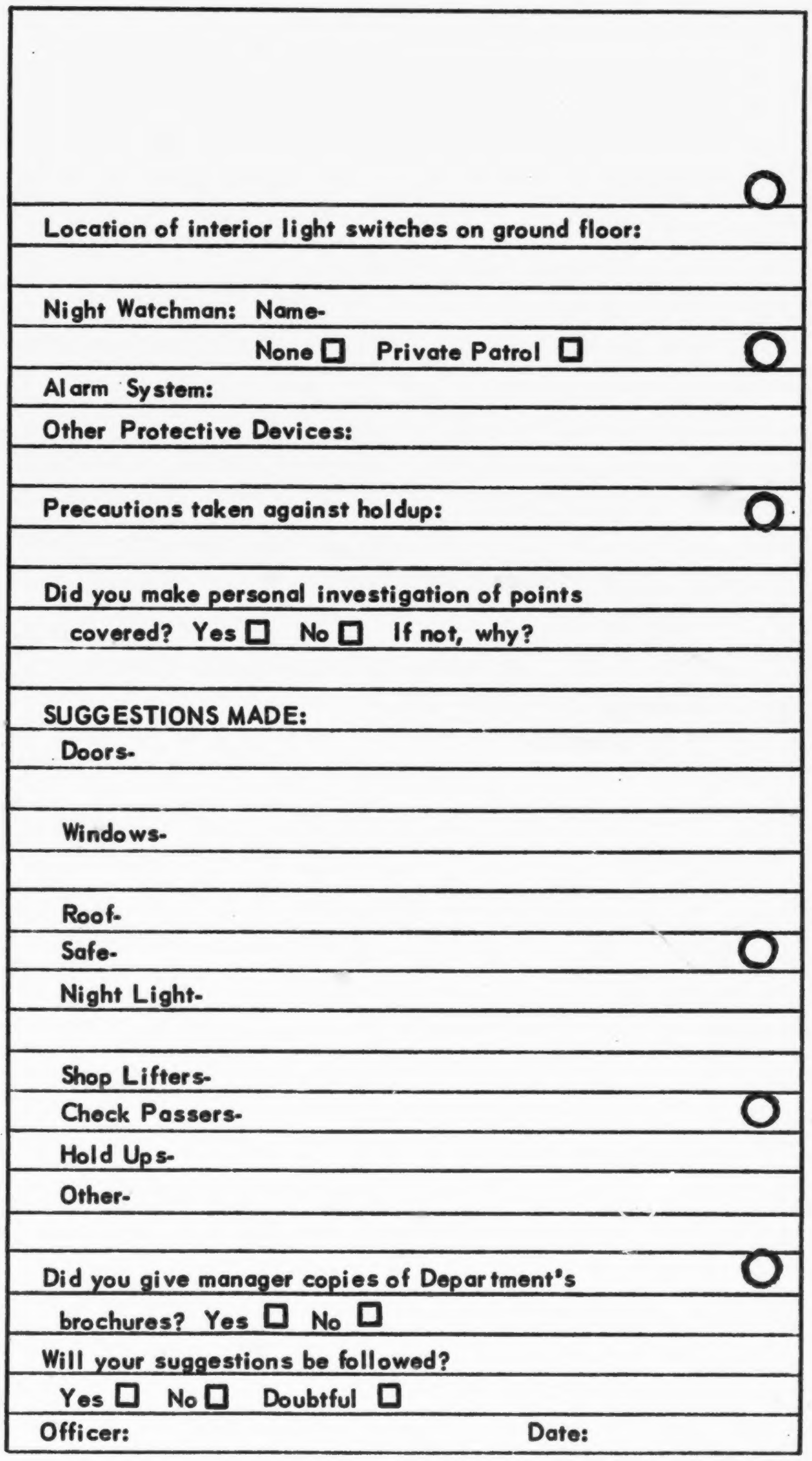
Designate: ✓ OK x - Defective N - S - E - W	None	Rear	Side	Front	Roof
Doors: Locks					
Bars					
Hasps					
Windows: Locks					
Bars					
Other Entries: Security					
Accessibility					
Night Light: Safe					
Exterior					
Interior					
View: Shades					
Displays					

Safe: None ☐

Visible- easily ☐ poorly ☐ concealed ☐

Can officer easily reach all means of entry without climbing fences, etc.? Yes ☐ No ☐

Front Side



Location of interior light switches on ground floor:

Night Watchman: Name-

None ☐ Private Patrol ☐

Alarm System:

Other Protective Devices:

Precautions taken against holdup:

Did you make personal investigation of points covered? Yes ☐ No ☐ If not, why?

SUGGESTIONS MADE:

Doors-

Windows-

Roof-

Safe-

Night Light-

Shop Lifters-

Check Passers-

Hold Ups-

Other-

Did you give manager copies of Department's brochures? Yes ☐ No ☐

Will your suggestions be followed?

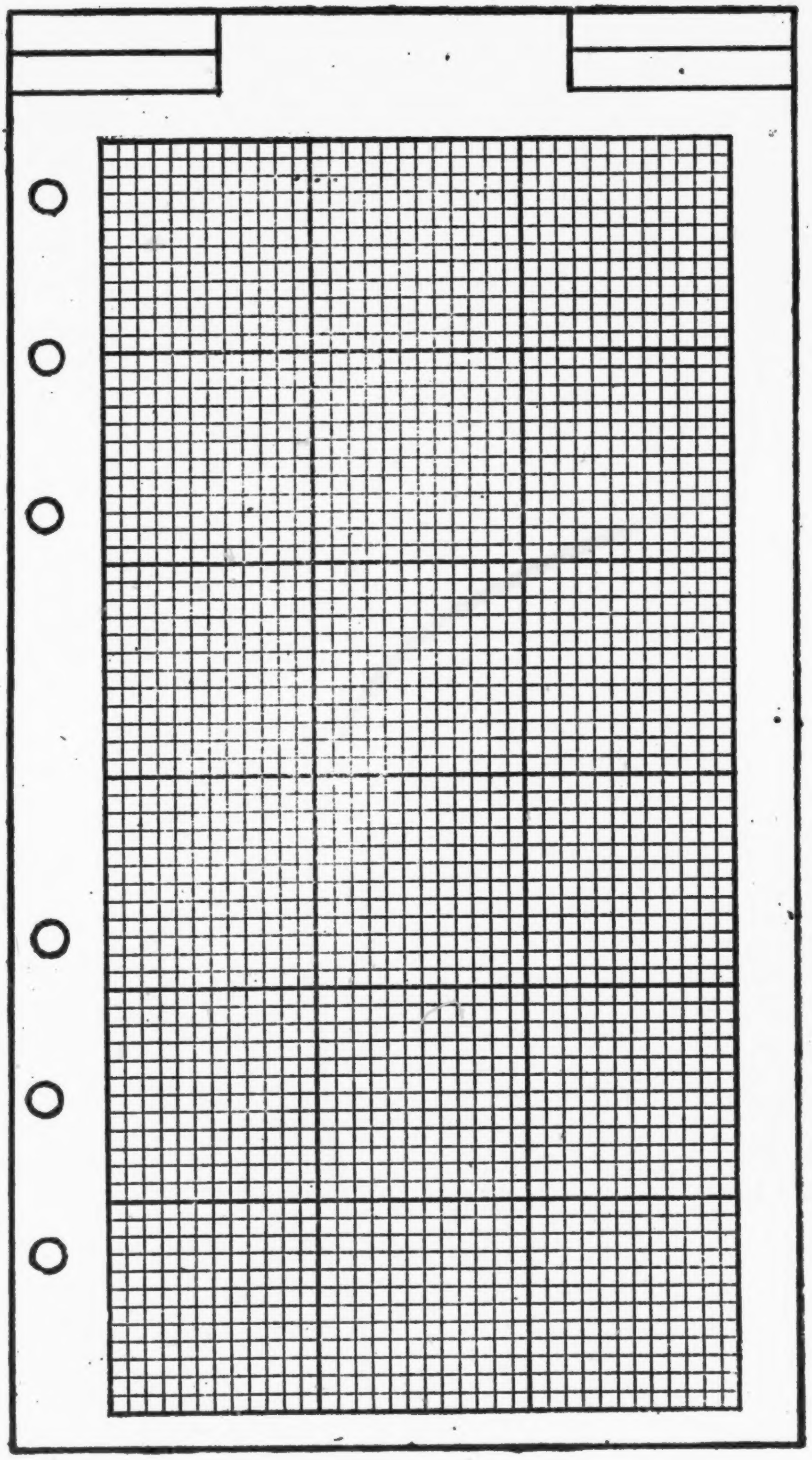
Yes ☐ No ☐ Doubtful ☐

Officer: Date:

Back Side

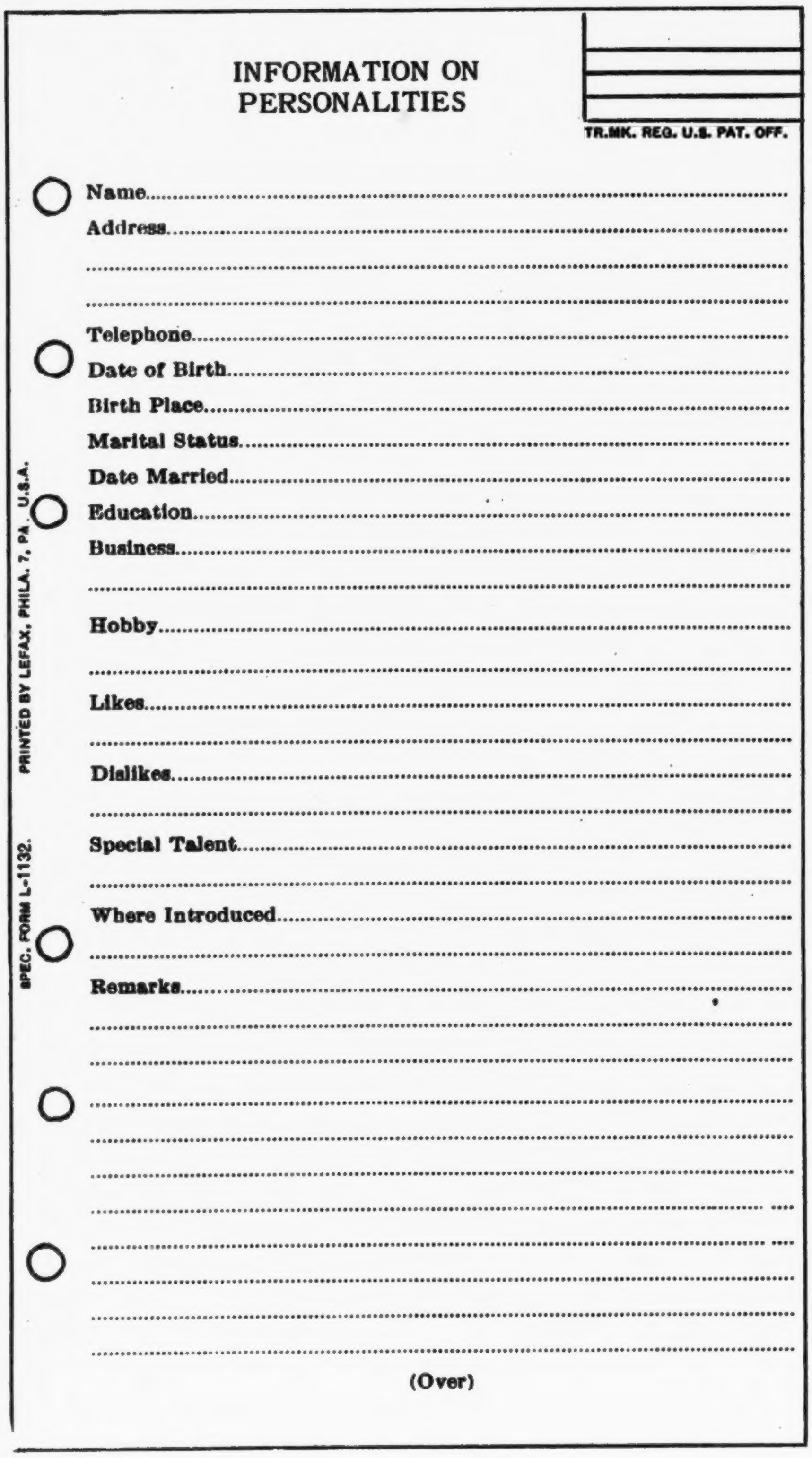
BUSINESS SECURITY SURVEY REPORT

APPENDIX J.



FIELD SKETCH SHEET

APPENDIX K



INFORMATION ON PERSONALITIES

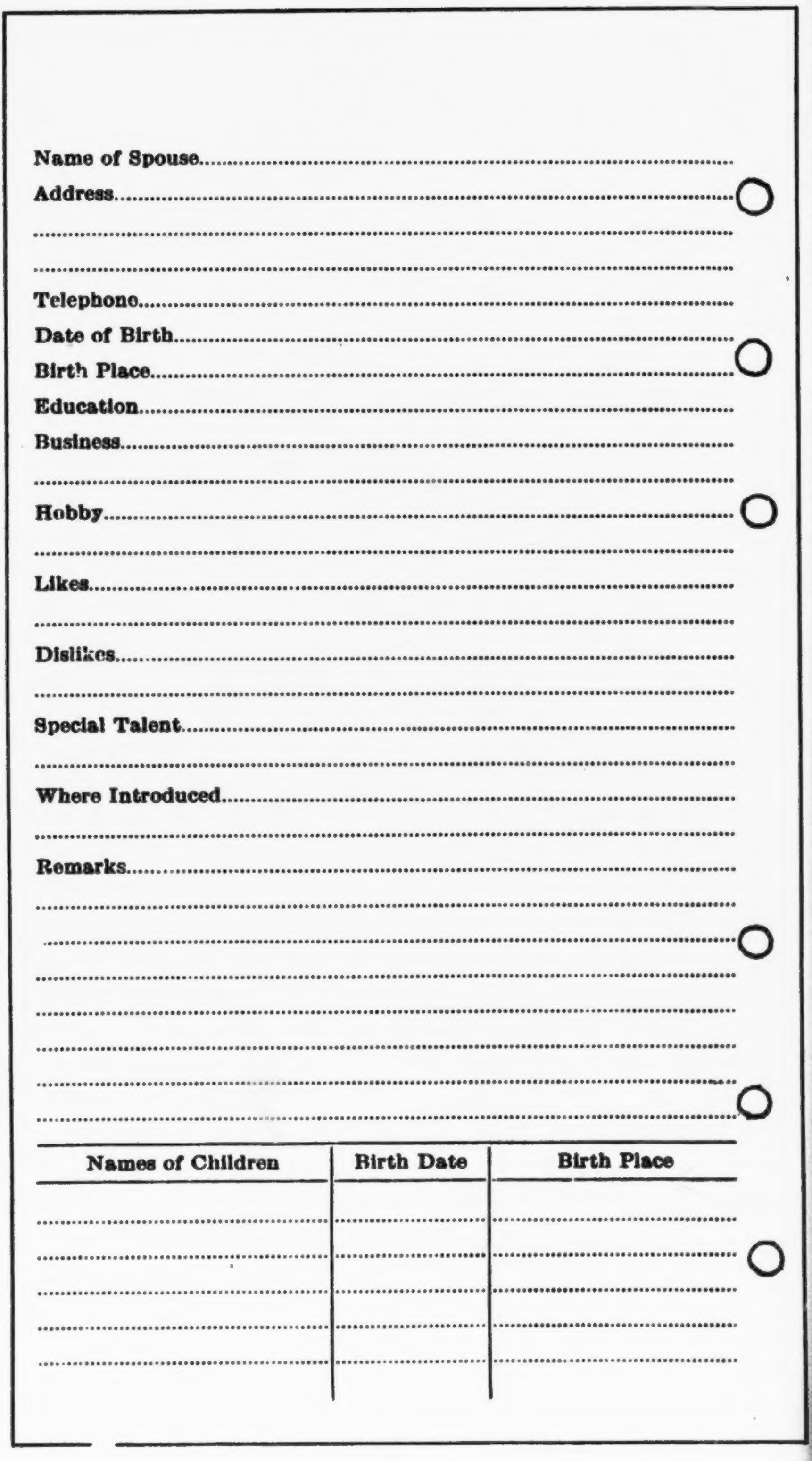
TR.MK. REG. U.S. PAT. OFF.

Name
Address
Telephone
Date of Birth
Birth Place
Marital Status
Date Married
Education
Business
Hobby
Likes
Dislikes
Special Talent
Where Introduced
Remarks

(Over)

SPEC. FORM L-1132. PRINTED BY LEFAX, PHILA. 7, PA. U.S.A.

Front Side



Name of Spouse
Address
Telephone
Date of Birth
Birth Place
Education
Business
Hobby
Likes
Dislikes
Special Talent
Where Introduced
Remarks

Names of Children	Birth Date	Birth Place

Back Side

Courtesy Lefax

INFORMATION ON PERSONALITIES

PENDIX L

OFFICERS WATCH ACTIVITY REPORT

________________ ________________ Department

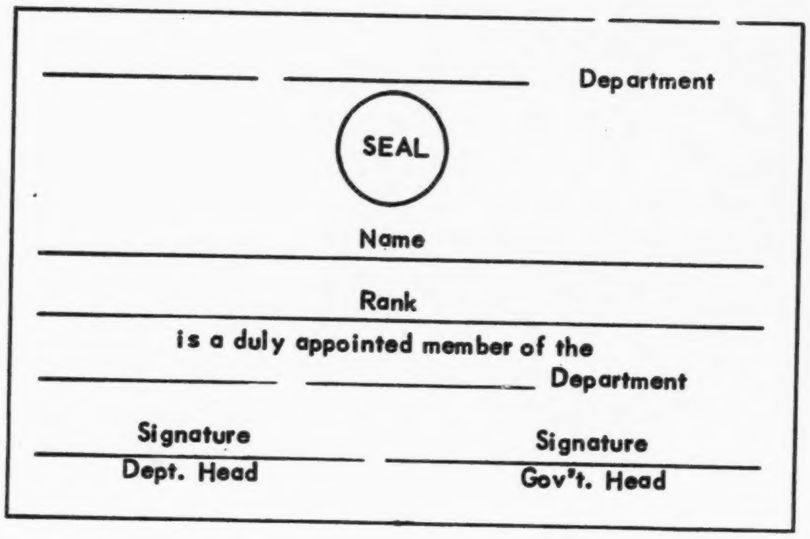
To ________________ Date __________ Day __________ Vehicle No. __________
(Supervisors title and name)

Officer ________________ Watch: From __________ To __________ Odometer: In __________
and
Officer ________________ Assignment __________ Out __________

TIME DISTRIBUTION			LOCATION AND ACTIVITY			SUMMARY	NO.
FROM	TO	HOURS				TOTAL MILEAGE	
				CASES			
						ARRESTS	
				TRAFFIC VIOLATORS CITED	HAZARDOUS		
				TIME - WHOLE OR 1/2 HOURS			
				SELECTED CLASSIFICATION			

OFFICER'S WATCH ACTIVITY REPORT Actual size 8-1/2" x 11"

APPENDIX M



__________ __________ Department

SEAL

Name

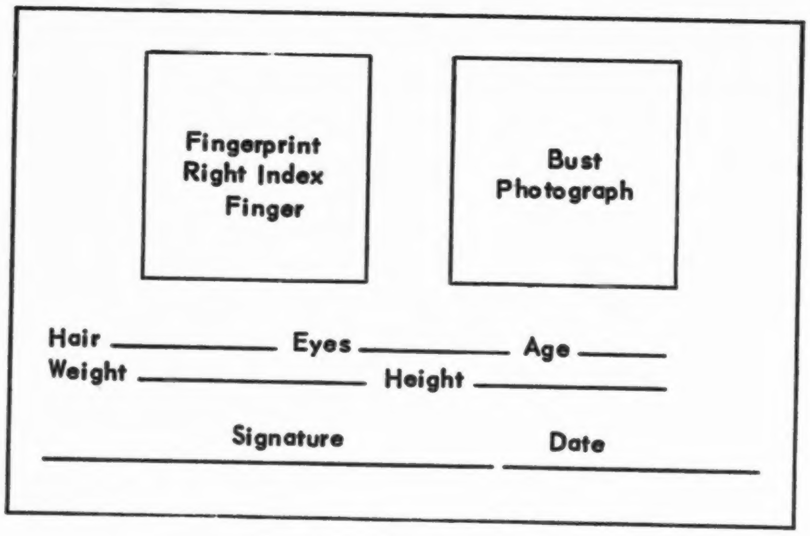
Rank

is a duly appointed member of the

__________ __________ Department

Signature	Signature
Dept. Head	Gov't. Head

Front Side



Fingerprint Right Index Finger

Bust Photograph

Hair __________ Eyes __________ Age _____

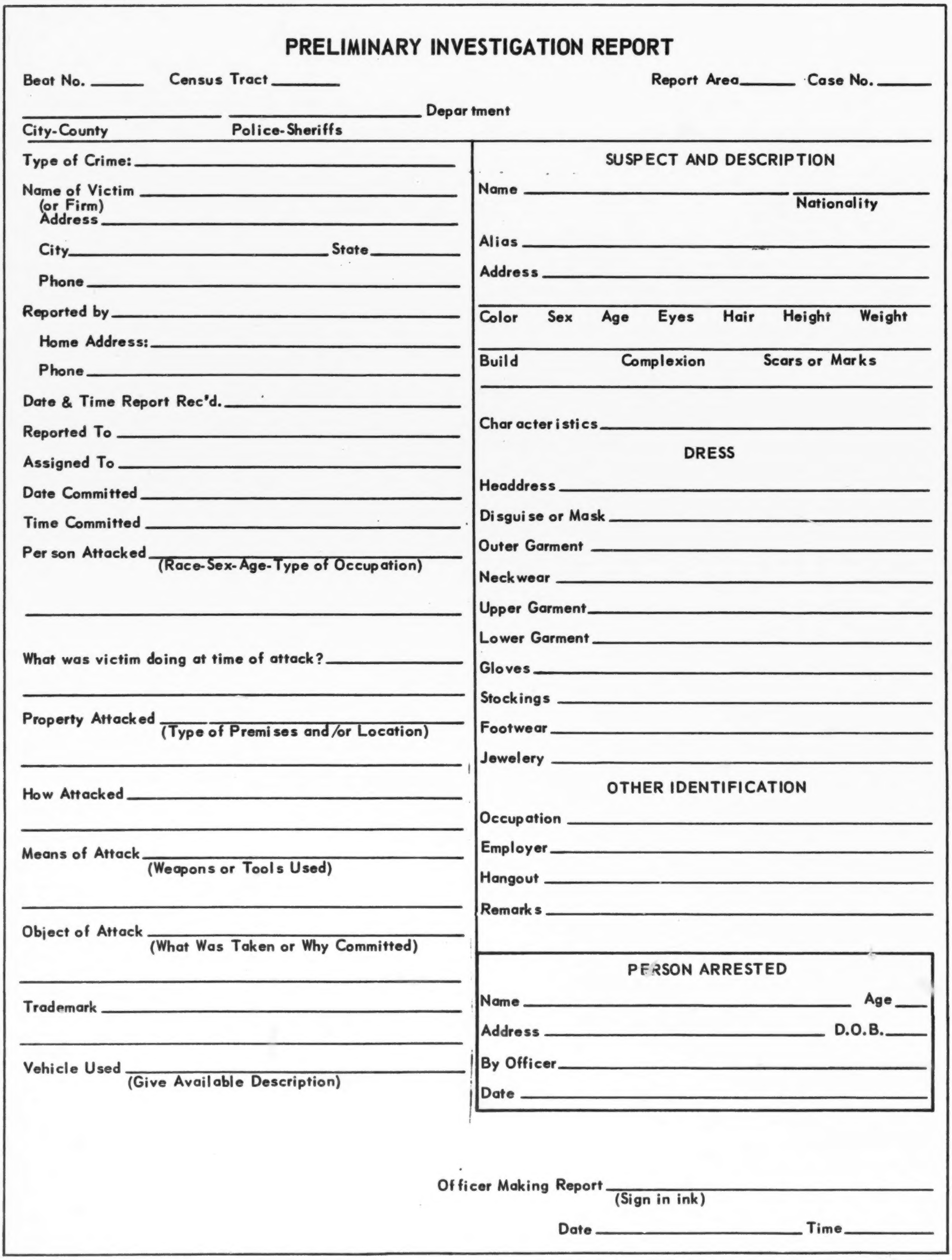
Weight __________ Height __________

Signature	Date

Back Side

IDENTIFICATION CARD

APPENDIX N



PRELIMINARY INVESTIGATION REPORT

Beat No. ______ Census Tract ________ Report Area______ Case No. ______

______________________ ______________________ Department
City-County Police-Sheriffs

Type of Crime: ______________________

Name of Victim (or Firm) ______________________

Address ______________________

City______________________ State______

Phone ______________________

Reported by ______________________

Home Address: ______________________

Phone ______________________

Date & Time Report Rec'd. ______________________

Reported To ______________________

Assigned To ______________________

Date Committed ______________________

Time Committed ______________________

Person Attacked ______________________
(Race-Sex-Age-Type of Occupation)

____

What was victim doing at time of attack? ______________________

____

Property Attacked ______________________
(Type of Premises and/or Location)

____

How Attacked ______________________

____

Means of Attack ______________________
(Weapons or Tools Used)

____

Object of Attack ______________________
(What Was Taken or Why Committed)

____

Trademark ______________________

____

Vehicle Used ______________________
(Give Available Description)

SUSPECT AND DESCRIPTION

Name ______________________ ______________________
Nationality

Alias ______________________

Address ______________________

____

Color Sex Age Eyes Hair Height Weight

____

Build Complexion Scars or Marks

____

Characteristics ______________________

DRESS

Headdress ______________________

Disguise or Mask ______________________

Outer Garment ______________________

Neckwear ______________________

Upper Garment ______________________

Lower Garment ______________________

Gloves ______________________

Stockings ______________________

Footwear ______________________

Jewelery ______________________

OTHER IDENTIFICATION

Occupation ______________________

Employer ______________________

Hangout ______________________

Remarks ______________________

PERSON ARRESTED

Name ______________________ Age ____

Address ______________________ D.O.B. ______

By Officer ______________________

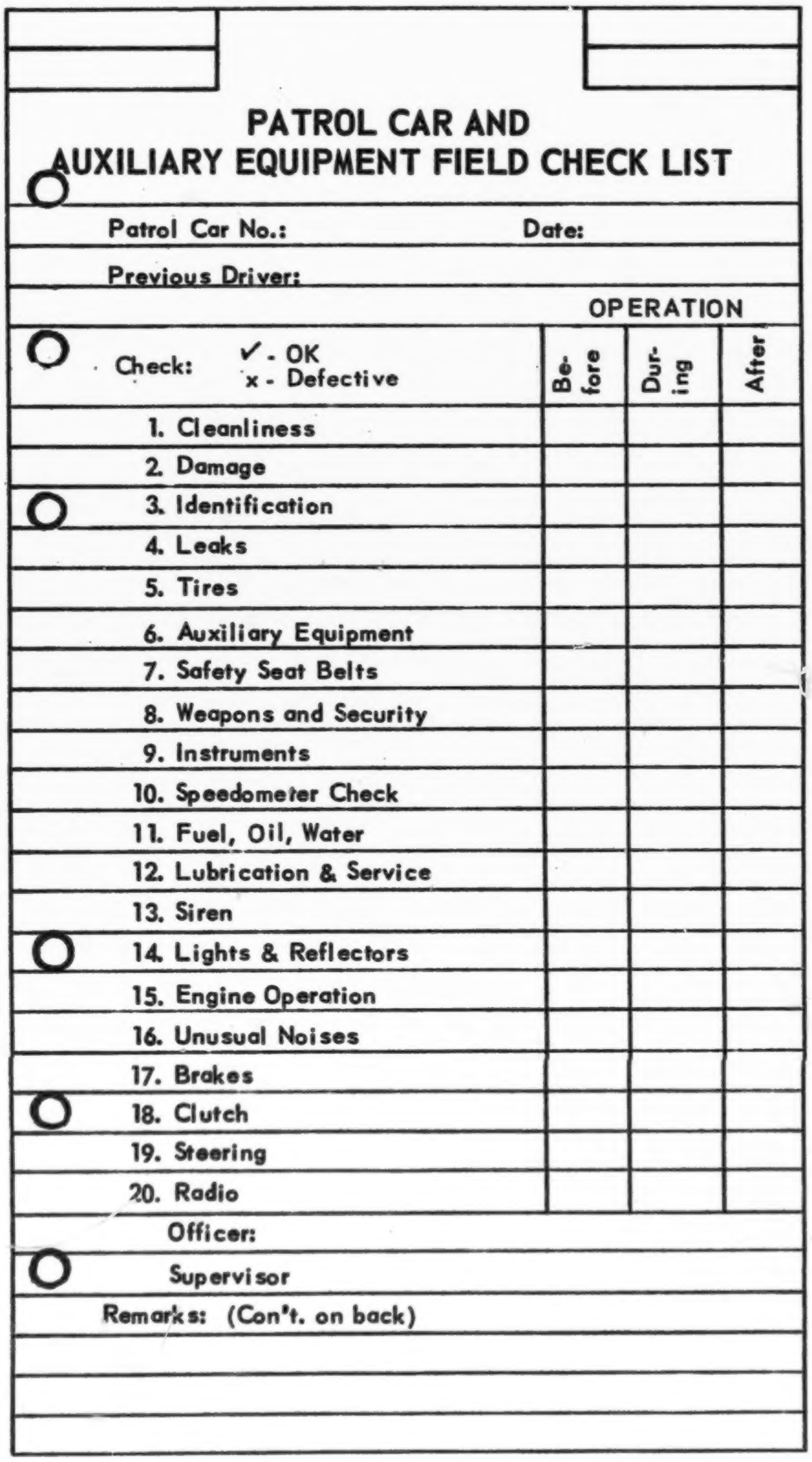
Date ______________________

Officer Making Report ______________________
(Sign in ink)

Date ______________________ Time ______

PRELIMINARY INVESTIGATION REPORT Actual size 8-1/2" x 11"

APPENDIX O



PATROL CAR AND AUXILIARY EQUIPMENT FIELD CHECK LIST

Patrol Car No.: Date:

Previous Driver:

	OPERATION		
Check: ✓ - OK x - Defective	Before	During	After
1. Cleanliness			
2. Damage			
3. Identification			
4. Leaks			
5. Tires			
6. Auxiliary Equipment			
7. Safety Seat Belts			
8. Weapons and Security			
9. Instruments			
10. Speedometer Check			
11. Fuel, Oil, Water			
12. Lubrication & Service			
13. Siren			
14. Lights & Reflectors			
15. Engine Operation			
16. Unusual Noises			
17. Brakes			
18. Clutch			
19. Steering			
20. Radio			

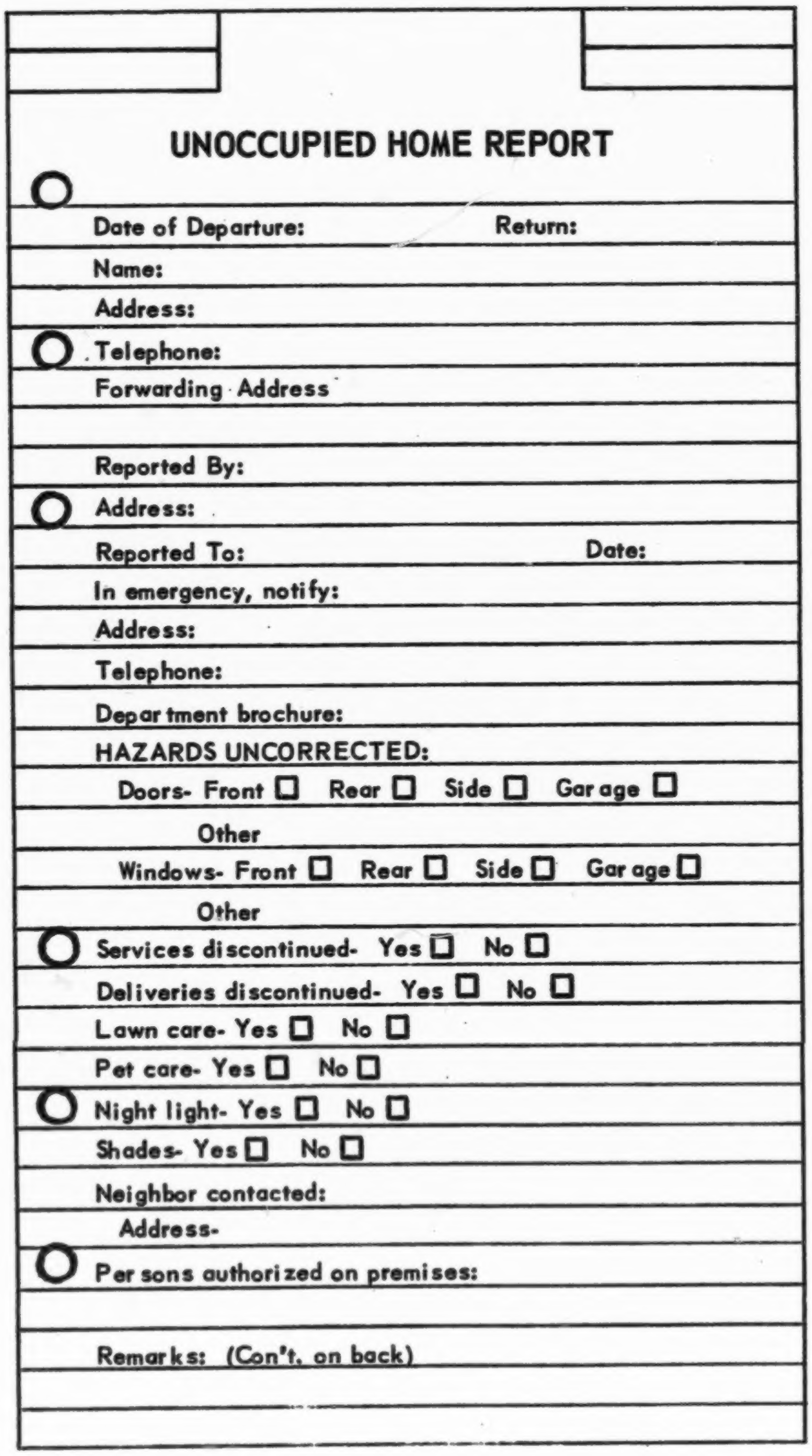
Officer:

Supervisor

Remarks: (Con't. on back)

PATROL CAR AND AUXILIARY EQUIPMENT FIELD CHECK LIST

APPENDIX P



UNOCCUPIED HOME REPORT

Date of Departure: Return:

Name:

Address:

Telephone:

Forwarding Address

Reported By:

Address:

Reported To: Date:

In emergency, notify:

Address:

Telephone:

Department brochure:

HAZARDS UNCORRECTED:

Doors- Front ☐ Rear ☐ Side ☐ Garage ☐

Other

Windows- Front ☐ Rear ☐ Side ☐ Garage ☐

Other

Services discontinued- Yes ☐ No ☐

Deliveries discontinued- Yes ☐ No ☐

Lawn care- Yes ☐ No ☐

Pet care- Yes ☐ No ☐

Night light- Yes ☐ No ☐

Shades- Yes ☐ No ☐

Neighbor contacted:

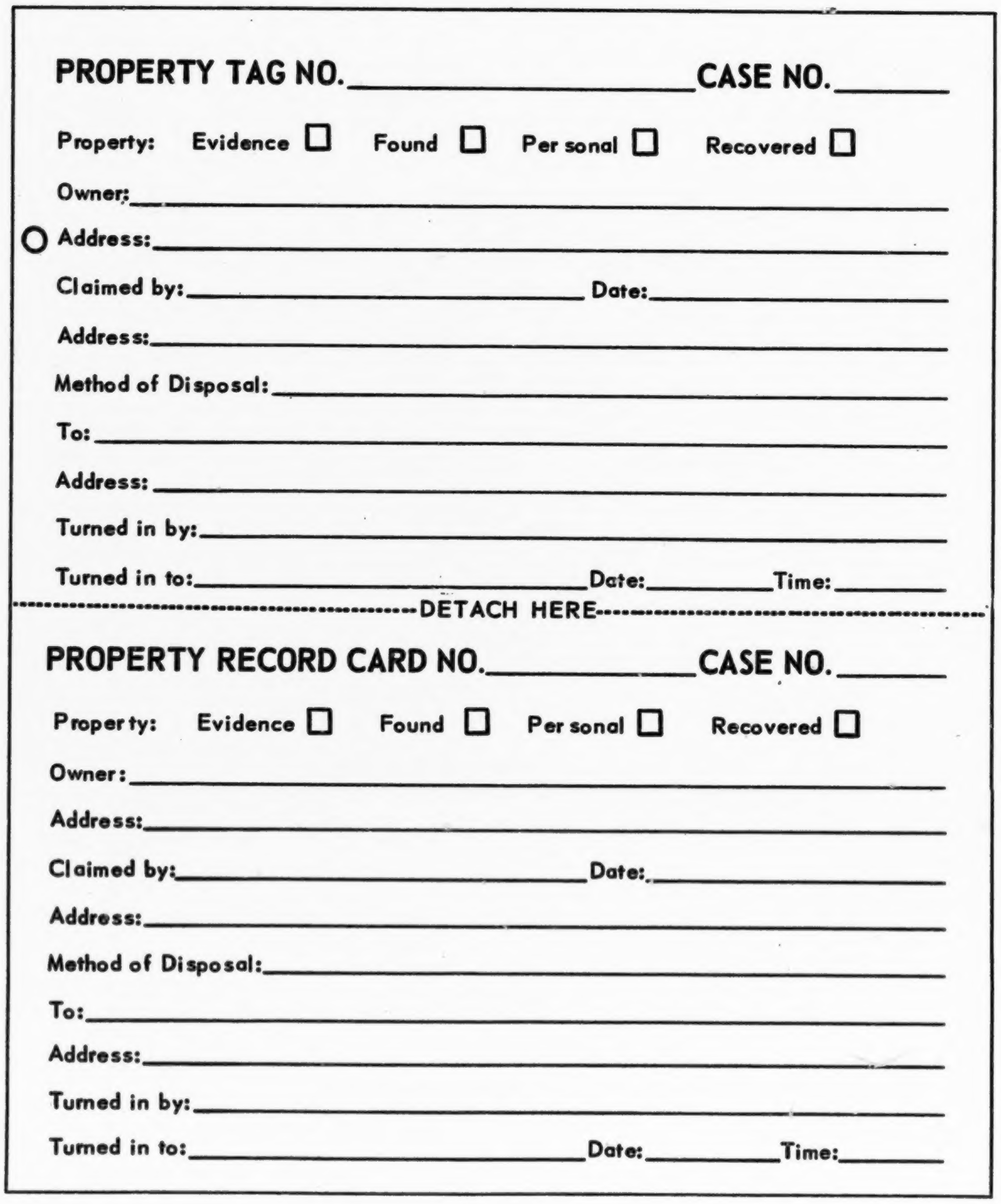
Address-

Persons authorized on premises:

Remarks: (Con't. on back)

UNOCCUPIED HOME REPORT

APPENDIX Q



PROPERTY TAG NO.____________________CASE NO.________

Property: Evidence ☐ Found ☐ Personal ☐ Recovered ☐

Owner:____

○ **Address:**____

Claimed by:________________________ **Date:**____________

Address:____

Method of Disposal:________________________________

To:____

Address:____

Turned in by:_____________________________________

Turned in to:_______________________ **Date:**________ **Time:**________

--DETACH HERE--

PROPERTY RECORD CARD NO.________________CASE NO.________

Property: Evidence ☐ Found ☐ Personal ☐ Recovered ☐

Owner:____

Address:____

Claimed by:________________________ **Date:**____________

Address:____

Method of Disposal:________________________________

To:____

Address:____

Turned in by:_____________________________________

Turned in to:_______________________ **Date:**________ **Time:**________

Front Side

PROPERTY TAG

APPENDIX Q (cont.)

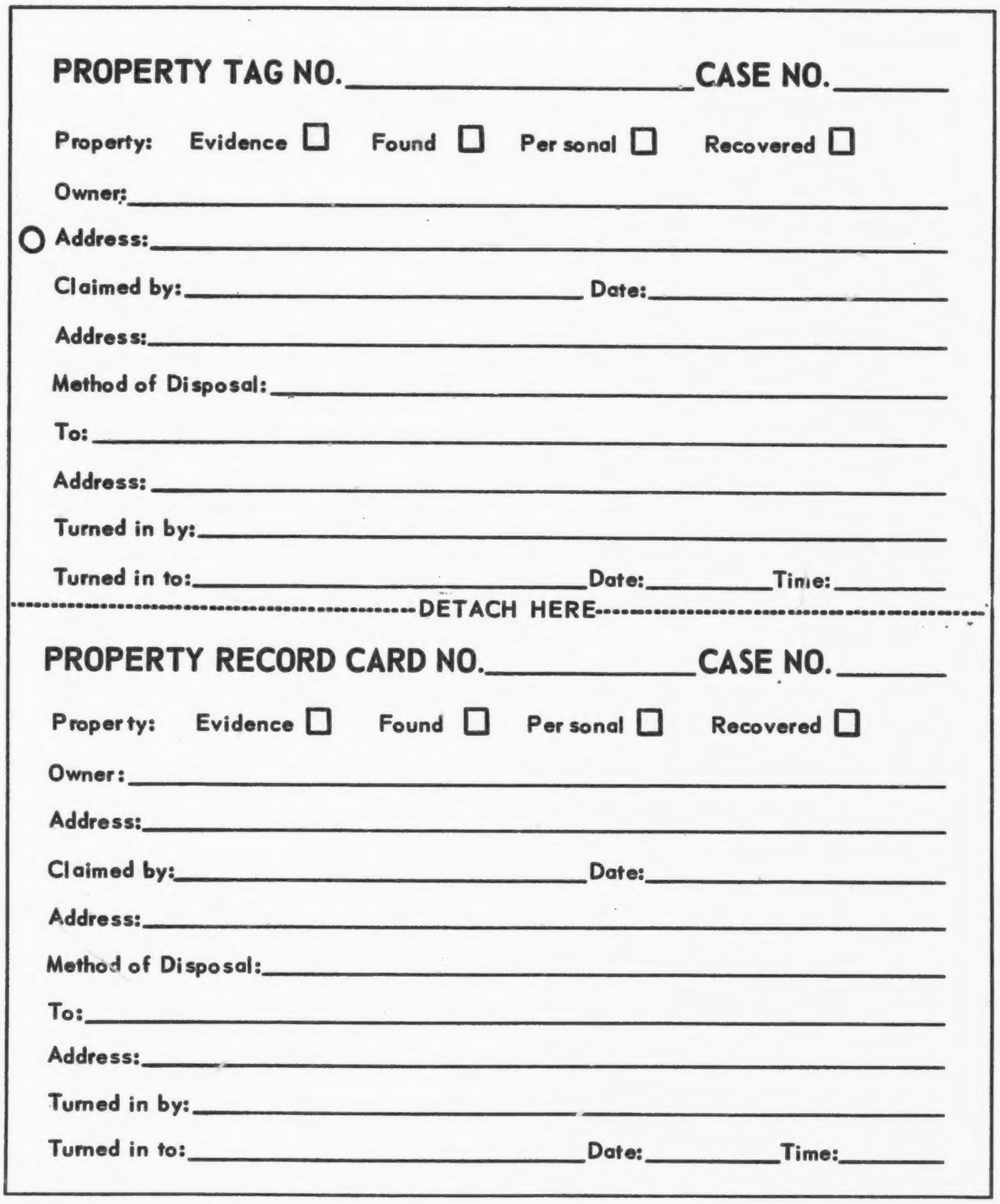
ITEM	QUANTITY	DESCRIPTION	STORED

ITEM	QUANTITY	DESCRIPTION	STORED

Back Side

PROPERTY TAG

APPENDIX Q



PROPERTY TAG NO.____________________**CASE NO.**_______

Property: Evidence ☐ Found ☐ Personal ☐ Recovered ☐

Owner:____

○ Address:____

Claimed by:________________________ Date:_______________

Address:____

Method of Disposal:________________________________

To:____

Address:____

Turned in by:____________________________________

Turned in to:________________________ Date:________ Time:_______

--------------------DETACH HERE--------------------

PROPERTY RECORD CARD NO.______________**CASE NO.**_______

Property: Evidence ☐ Found ☐ Personal ☐ Recovered ☐

Owner:____

Address:____

Claimed by:________________________ Date:_______________

Address:____

Method of Disposal:________________________________

To:____

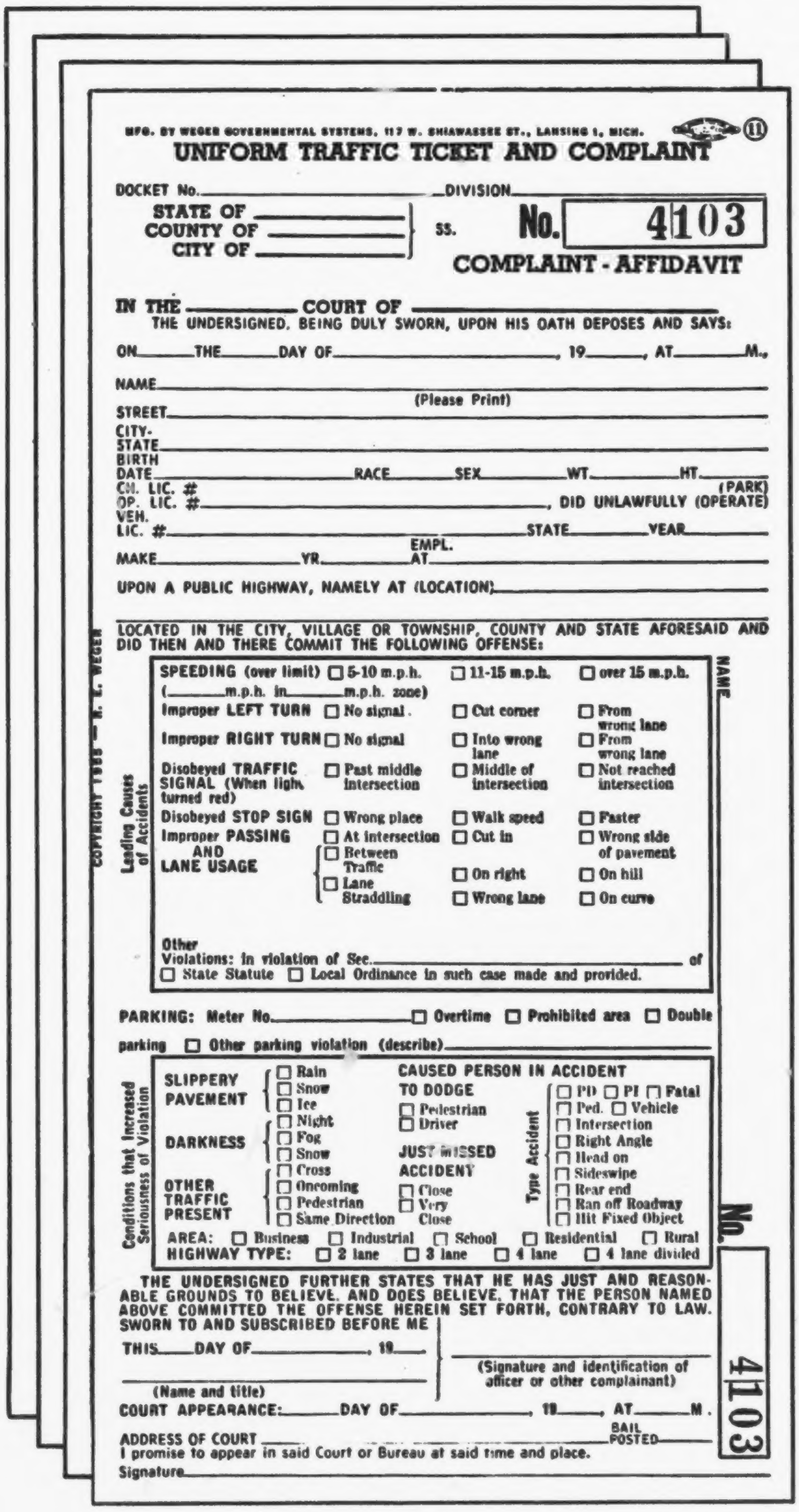
Address:____

Turned in by:____________________________________

Turned in to:________________________ Date:________ Time:_______

Front Side

PROPERTY TAG



MFG. BY WEGER GOVERNMENTAL SYSTEMS, 117 W. SHIAWASSEE ST., LANSING 1, MICH. ⑪

UNIFORM TRAFFIC TICKET AND COMPLAINT

DOCKET No.________ DIVISION________

STATE OF ________
COUNTY OF ________ } SS.
CITY OF ________

No. 4103

COMPLAINT - AFFIDAVIT

IN THE ________ COURT OF ________

THE UNDERSIGNED, BEING DULY SWORN, UPON HIS OATH DEPOSES AND SAYS:

ON____ THE____ DAY OF________, 19____, AT____ M.,

NAME________ (Please Print)

STREET________

CITY-STATE________

BIRTH DATE________ RACE____ SEX____ WT.____ HT.____

CH. LIC. # OP. LIC. #________, DID UNLAWFULLY (PARK) (OPERATE)

VEH. LIC. #________ STATE____ YEAR____

MAKE________ YR.____ EMPL. AT________

UPON A PUBLIC HIGHWAY, NAMELY AT (LOCATION)________

LOCATED IN THE CITY, VILLAGE OR TOWNSHIP, COUNTY AND STATE AFORESAID AND DID THEN AND THERE COMMIT THE FOLLOWING OFFENSE:

COPYRIGHT 1955 — R. L. WEGER

Leading Causes of Accidents

SPEEDING (over limit) (____m.p.h. in____m.p.h. zone)	☐ 5-10 m.p.h.	☐ 11-15 m.p.h.	☐ over 15 m.p.h.
Improper LEFT TURN	☐ No signal.	☐ Cut corner	☐ From wrong lane
Improper RIGHT TURN	☐ No signal	☐ Into wrong lane	☐ From wrong lane
Disobeyed TRAFFIC SIGNAL (When light turned red)	☐ Past middle intersection	☐ Middle of intersection	☐ Not reached intersection
Disobeyed STOP SIGN	☐ Wrong place	☐ Walk speed	☐ Faster
Improper PASSING AND LANE USAGE	☐ At intersection	☐ Cut in	☐ Wrong side of pavement
	☐ Between Traffic	☐ On right	☐ On hill
	☐ Lane Straddling	☐ Wrong lane	☐ On curve

Other Violations: In violation of Sec.________ of
☐ State Statute ☐ Local Ordinance in such case made and provided.

NAME________

PARKING: Meter No.________ ☐ Overtime ☐ Prohibited area ☐ Double parking ☐ Other parking violation (describe)________

Conditions that Increased Seriousness of Violation

SLIPPERY PAVEMENT	☐ Rain ☐ Snow ☐ Ice	CAUSED PERSON IN ACCIDENT	Type Accident: ☐ PD ☐ PI ☐ Fatal ☐ Ped. ☐ Vehicle ☐ Intersection ☐ Right Angle ☐ Head on ☐ Sideswipe ☐ Rear end ☐ Ran off Roadway ☐ Hit Fixed Object
DARKNESS	☐ Night ☐ Fog ☐ Snow	TO DODGE ☐ Pedestrian ☐ Driver	
OTHER TRAFFIC PRESENT	☐ Cross ☐ Oncoming ☐ Pedestrian ☐ Same Direction	JUST MISSED ACCIDENT ☐ Close ☐ Very Close	

AREA: ☐ Business ☐ Industrial ☐ School ☐ Residential ☐ Rural

HIGHWAY TYPE: ☐ 2 lane ☐ 3 lane ☐ 4 lane ☐ 4 lane divided

No. 4103

THE UNDERSIGNED FURTHER STATES THAT HE HAS JUST AND REASONABLE GROUNDS TO BELIEVE, AND DOES BELIEVE, THAT THE PERSON NAMED ABOVE COMMITTED THE OFFENSE HEREIN SET FORTH, CONTRARY TO LAW.

SWORN TO AND SUBSCRIBED BEFORE ME

THIS____ DAY OF________, 19____

________ (Name and title)

________ (Signature and identification of officer or other complainant)

COURT APPEARANCE:____ DAY OF________, 19____, AT____ M.

ADDRESS OF COURT________ BAIL POSTED________

I promise to appear in said Court or Bureau at said time and place.

Signature________

Courtesy American Bar Association

UNIFORM TRAFFIC TICKET AND COMPLAINT

Quadruplicate form   Actual size 4-1/8" x 8"

APPENDIX S

PRELIMINARY INVESTIGATION FIELD REPORT

Type of Crime:

Beat: CT: RA:

VICTIM:

Address-

City- State-

Phone-

REPORTED BY:

Address-

City- State-

Phone-

Date Reported: Time:

Reported To:

Date Committed:

Time Committed:

Person Attacked:

Property Attacked:

How Attacked:

Means of Attack:

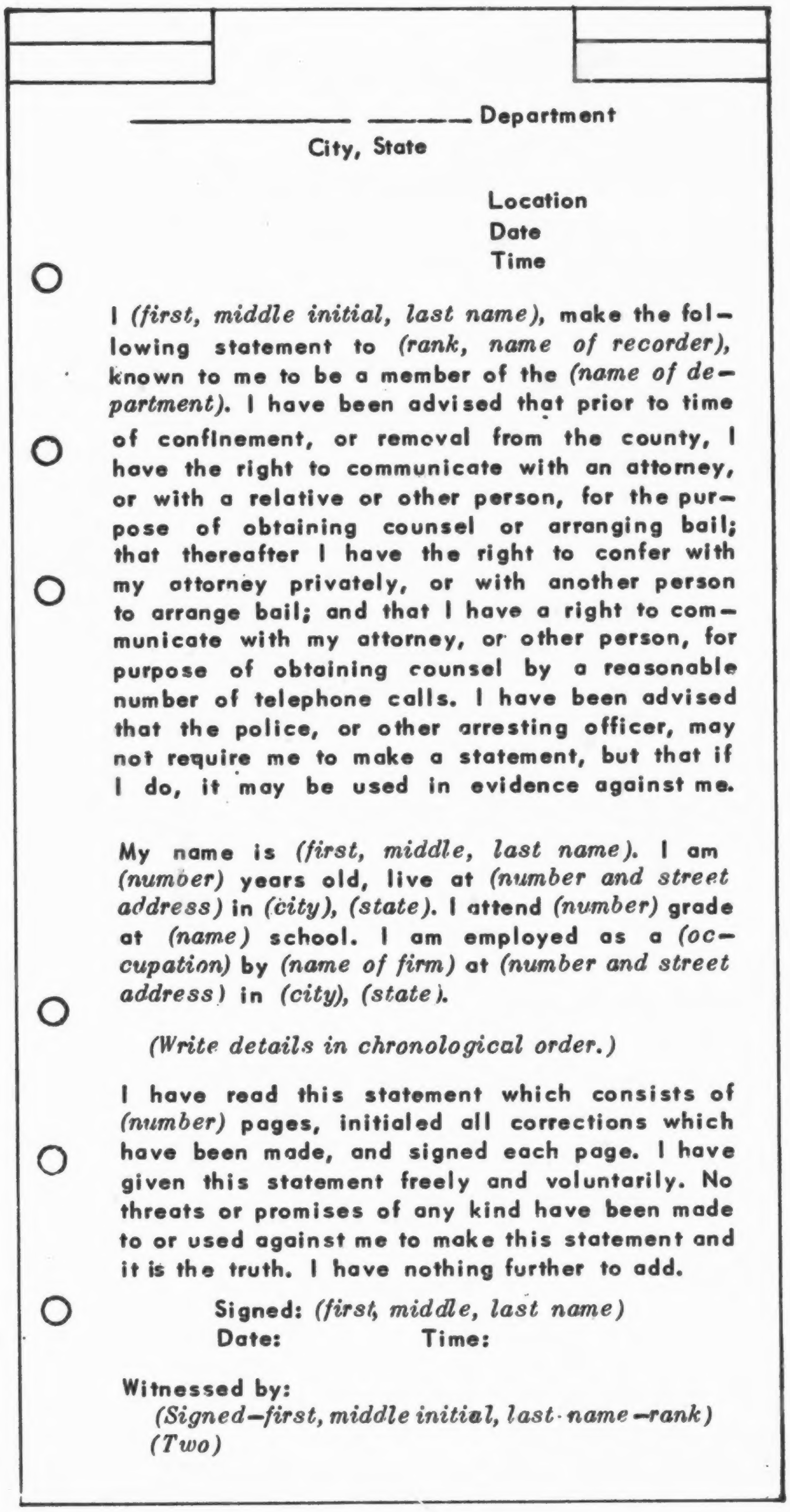
Object of Attack:

Trademark:

Vehicle Used:

PRELIMINARY INVESTIGATION FIELD REPORT

APPENDIX T



________________ _______ Department

City, State

Location
Date
Time

I *(first, middle initial, last name)*, make the following statement to *(rank, name of recorder)*, known to me to be a member of the *(name of department)*. I have been advised that prior to time of confinement, or removal from the county, I have the right to communicate with an attorney, or with a relative or other person, for the purpose of obtaining counsel or arranging bail; that thereafter I have the right to confer with my attorney privately, or with another person to arrange bail; and that I have a right to communicate with my attorney, or other person, for purpose of obtaining counsel by a reasonable number of telephone calls. I have been advised that the police, or other arresting officer, may not require me to make a statement, but that if I do, it may be used in evidence against me.

My name is *(first, middle, last name)*. I am *(number)* years old, live at *(number and street address)* in *(city)*, *(state)*. I attend *(number)* grade at *(name)* school. I am employed as a *(occupation)* by *(name of firm)* at *(number and street address)* in *(city)*, *(state)*.

(Write details in chronological order.)

I have read this statement which consists of *(number)* pages, initialed all corrections which have been made, and signed each page. I have given this statement freely and voluntarily. No threats or promises of any kind have been made to or used against me to make this statement and it is the truth. I have nothing further to add.

Signed: *(first, middle, last name)*
Date: Time:

Witnessed by:
(Signed—first, middle initial, last name—rank)
(Two)

SAMPLE FORMAT FOR STATEMENT

APPENDIX U

GUIDELINES FOR DETERMINING WHO, WHAT, WHY, WHERE, WHEN AND HOW

1. Who?
    - Who was the victim?
    - Who made the report?
    - Who discovered the crime?
    - Who saw or heard something of importance?
    - Who had a motive for committing the crime?
    - Who committed the crime?
    - Who helped him?
    - Who will sign the complaint?
    - Who was talked to?
    - Who worked on the case?
    - Who marked the evidence?
    - Who received the evidence?

2. What?
    - What was the nature of the crime committed?
    - What actions were taken by the suspect?
    - What happened?
    - What do the witnesses know about it?
    - What evidence was obtained?
    - What was done with the evidence?
    - What tools were used?
    - What action did the officer take?
    - What further action is needed?
    - What knowledge, skill, or strength was needed to commit the crime?
    - What other agencies were notified?
    - What was reported but did not occur?
    - What witnesses were not contacted?
    - What time was the crime committed?
    - What time was the crime reported?
    - What was the time of your arrival?
    - What time did you contact witnesses?

3. Where?
    - Where was the crime discovered?
    - Where was the crime committed?
    - Where were the tools or weapons obtained?
    - Where was the victim?
    - Where was the suspect seen?
    - Where was the witness?
    - Where did the criminal live?
    - Where did the criminal hang out?
    - Where is he now?

Where would he most likely go?
Where was he apprehended?
Where was the evidence marked?
Where was the evidence stored?

4. When?

When was the crime committed?
When was the crime discovered?
When were the authorities notified?
When did the authorities arrive at the scene?
When was the guilty party arrested?
When was the victim last seen?
When did help arrive?
When will the complaint be signed?

5. How?

How was the crime committed?
How did the criminal get to the scene?
How did the criminal get away?
How did the criminal obtain information in order to commit the crime?
How was the crime discovered?
How were the tools obtained?
How did you get your information regarding the crime?
How did you manage the arrest?

6. With What?

With what tools was the crime committed?
With what weapons was the crime committed?
With what means did the criminal travel to and from the scene?

a. Auto
b. Bicycle
c. Train
d. Bus
e. On foot
f. etc.

With what trade or profession are the tools associated?
With what other crime is this crime associated?

7. Why?
   - Why was the crime committed?
   - Why were the tools used?
   - Why were certain weapons used?
   - Why was the crime reported?
   - Why were witnesses reluctant to talk?
   - Why was the witness anxious to point out guilty parties?
   - Why so much time before the crime was reported?
   - Why did the criminal use a certain MO of entry?

8. With Whom?
   - With whom did the criminal associate?
   - With whom was the victim last seen?
   - With whom are the witnesses connected?
   - With whom did the criminal commit the crime?
   - With whom did you talk at the scene and at other places?
   - With whom did you work on the investigation?
   - With whom did you expect to locate the suspect?

9. How Much?
   - How much damage was done?
   - How much property was taken?
   - How much knowledge was necessary to commit the crime?
   - How much money was taken (denominations)?
   - How much did the victim claim was stolen?
   - How much trouble was it to carry the property away?
   - How much information are the witnesses not giving out?
   - How much is the victim withholding?
   - How much additional information do you need to help solve the crime?

APPENDIX V

MARK ☒ NOT ☑. PRINT, DON'T WRITE

SHERIFF'S DEPARTMENT • TRAFFIC COLLISION REPORT

District	COUNTY OF •	TOWNSHIP OF •	STATE OF OHIO	Report Number

ACTIVE	☐	INACTIVE	☐	PENDING	☐	ARREST MADE	☐	CITATION ISSUED	☐
FATALITY INV.	☐	HIT-SKIP INV.	☐	FELONY INV.	☐	PUB. PROP. INV.	☐	PERSONAL PROP. HELD	☐

TOTAL UNITS INVOLVED		TOTAL DRIVERS INVOLVED		TOTAL PEDESTRIANS INVOLVED		TOTAL NUMBER KILLED		TOTAL NUMBER INJURED		TOTAL NOT INJURED	

POSITION OF UNITS PRIOR TO COLLISION

UNIT 1	Headed	On-Name/Number of Highway	Stated Speed MPH
UNIT 2	Headed	On-Name/Number of Highway	Stated Speed MPH
IS ☐ VEH ☐ PED	If A Pedestrian, Crossing or Entering?	Going From—Side or Corner	To-Side or Corner

EVENT

Interstate Hwy?	State Hwy?	County Road?	Twsp. Road or Street?		
ON- Name and Number of Street or Highway					
AT- Name and Number of Intersecting Road or Distance From					
Hour ☐EST ☐DST /M	Day of the Week	Date	Month	19	

UNIT-1

Driver-Print Full Name (Last-First-Middle)			Address-Number and Street		City and State	
Sex	Race	Age	Driver License Number	Type	State Issued By	Date Expires
Restrictions	Birthdate (Mo-Day-Yr.)					
Employed By	Address-City and State	Occupation	Bus. Phone X	Res. Phone X		
Vehicle-Color	Year	Make	Model	Registration No.	State Issued By	Valid?
Date Expires						
Serial or Motor Number	P.U.C.O. or I.C.C. NO.-If Any	Driver/Owner Insured By	Currently Under Financial Responsibility? ☐Driver ☐Owner			
Registered Owner (Last-First-Middle)	Address-Number and Street	City and State	Residence Phone			
If above vehicle was towing a trailer, give description here. Include registration data.	☐ Loaded ☐ Empty					
Disposition of Vehicle (Name of wrecker and where taken)	Part of Vehicle Damaged.	☐ Minor	☐ Moderate	☐ Major	☐ Total	

PASSENGERS

Center Front-Name (Last-First-Middle)	Address-Number and Street	City and State	Residence Phone	Sex	Age
Right Front					
Left Rear					
Center Rear					
Right Rear					

UNIT-2

Driver/Pedestrian-Print Full Name (Last-First-Mid.)			Address-Number and Street		City and State	
Sex	Race	Age	Driver License-Number	Type	State Issued By	Date Expires
Restrictions	Birthdate (Mo-Day-Yr.)					
Employed By	Address-City and State	Occupation	Bus. Phone X	Res. Phone X		
Vehicle-Color	Year	Make	Model	Registration No.	State Issued By	Valid?
Date Expires						
Serial or Motor Number	P.U.C.O. or I.C.C. NO.-If Any	Driver/Owner Insured By	Currently Under Financial Responsibility? ☐Driver ☐Owner			
Registered Owner (Last-First-Middle)	Address-Number and Street	City and State	Residence Phone			
If above vehicle was towing a trailer, give description here. Include registration data.	☐ Loaded ☐ Empty					
Disposition of Vehicle (Name of Wrecker and where taken)	Part of Vehicle Damaged.	☐ Minor	☐ Moderate	☐ Major	☐ Total	

PASSENGERS

Center Front-Name (Last-First-Middle)	Address-Number and Street	City and State	Residence Phone	Sex	Age
Right Front					
Left Rear					
Center Rear					
Right Rear					

BSSA FORM ARS 1

1965 HINEY PRINTING COMPANY

MARK ☒ NOT ☑. PRINT, DON'T WRITE

Property Damaged	Nature of Damage	Owner—Name and Address

NOTE- The catagories of injuries follow the Manual of Uniform Definitions of Motor Vehicle Accidents.
K—Deceased before report completed. A—Bleeding wound, distorted member, carried from scene.
B—Other visible injuries such as bruises, abrasions, swelling, or limping. C—Complaint of Pain without visible injury.

INJURED WAS			IN VEHICLE		Sex	Age	Ext. Of Injury				FIRST AID BY	TAKEN BY	TAKEN TO	PHYSICIAN ATT.
Driv.	Pass.	Ped.	No.	Place			K	A	B	C				

1 2 KIND OF ROAD
- One-way Road or Alley
- One Lane Each Direction
- Two Lanes Each Directn.
- Three or More Lanes
- Divided Road—Any Width
- Freeway-Interstate
- Unpaved—Any Type

WEATHER
- Clear
- Cloudy
- Raining
- Snowing
- Fog
- Other-

ROAD SURFACE
- Dry
- Wet
- Snow Covered
- Ice Covered
- Slippery—Other
- Other-

LIGHTING
- Daylight
- Dawn
- Dusk
- Dark—No Illumination
- Dark—Illuminated
- Other-

ROAD DEFECTS
- Holes—Deep Ruts
- Loose Material on Road
- Obstruction
- Construction—Repair
- Reduced Road Width
- Other-

LOCALE
- Manufacturing-Industrial
- Shopping—Business
- Residential
- School—Playground
- Not Developed—Open
- Other-

ROAD CONTOUR
- Level
- On Grade-up
- On Grade-down
- Hill Crest
- Straight
- Curve
- Sharp Curve
- Merging Lanes
- Bridge
- Tunnel
- Cloverleaf Ramp

TYPE COLLISION
Motor Vehicle And:
- Other Motor Vehicles
- Pedestrian
- Railroad Train
- Animal
- Bicycle
- Fixed Object
- Other Object
- Overturned-Road
- Ran Off Road
- Other Non-collision

TRAFFIC CONTROL
- No Control Present
- 2-Phase Signal
- 3-Phase Signal
- Flashing Signal
- R.R. Gates-Signals
- Police Officer
- School Patrol Guard
- Stop Sign
- Yield Sign
- Other-

PEDESTRIAN ACTIONS
- Crossing at Signalized I/S
- Crossing at I/S-No Signal
- Crossing-Not at I/S
- Walking in Road-With Traffic
- Walking in Road-Against
- Standing in Road
- Working-Playing in Road
- Other-In Road
- Getting On-off Vehicle
- Not in Road
- In Violation | No Violation

1 2 PHYSICAL CONDITIONS
- Had Been Drinking-Obviously Intoxicated
- Had Been Drinking-Ability Impaired
- Had Been Drinking-Ability Not Impaired
- Had Not Been Drinking
- Sobriety Unknown
- Illness-Sudden While Driving
- Fatigue-Fell Asleep at Wheel
- Disability-Arms, Legs, Hands or Feet
- Eye Sight-Poor
- Other-

1 2 PRIMARY
- Exceeded Stated Speed
- Exceeded Safe Speed
- Driving While Intoxicated
- Failed to Yield Rgt.-of-way
- Failed to Stop at Stop Sign
- Failed to Obey Traffic Lgt
- Made Improper Turn
- Failed to Signal
- Drove Wrong Way
- Left of Center

1 2 CAUSE
- Followed too Closely
- Unsafe Passing
- Improper Lane Change
- Improper Parking
- Defective Vehicle
- Reckless Operation
- Inadequate Lights
- Inadequate Brakes
- Other-

1 2 OTHER
- Registration Imp.
- OL Improper
- False Information
- Driv. Under Susp.
- Driv. Under Revoc.
- Hit and Run
- Trf. Manslaughter
- Towing Rules
- Loading Rules
- Weight Rules

1 2 VIOLATIONS
- Length Rules
- Obscured Plates
- School Bus Vio.
- Drag-Racing
- Other Violations
- Unknown-If Any
- Used in Felony
- No Violations
- Other-

UNIT 1				UNIT 2				SEAT BELTS
LF	RF	LR	RR	LF	RF	LR	RR	
								None Installed
								Anchors Only
								Not Fastened
								Fastened-Snug
								Fastened-Loose
								Two Under One Belt
								Failed-Webbing
								Failed-Buckle
								Failed-Anchors
								Trapped by Belts

• COLLISION CAUSE DUE TO • ☐ USER ☐ VEHICLE ☐ ROADWAY OR STREET

DESCRIBE WHAT HAPPENED • REFER TO UNITS BY NUMBER

REPORT MADE BY (Rank and Name)	Badge	Shift	Assignment	District Assigned	Report Made At
Time Received	Time Dispatched	Time Arrived	Time Cleared	Total Time Expended	Assisted By

E N F	Print Full Name (Last-First-Middle)	Charge and Section Number	☐ Citation ☐ Arrest ☐ Warrant	Number
			☐ Citation ☐ Arrest ☐ Warrant	
			☐ Citation ☐ Arrest ☐ Warrant	

Supervisor Approving Report	Rank	Date	T R F	Tabulated by	RD No.	Case File No.	Date Opened
R E C	Record Clerk	Date Received	Carded	Other			
B M V	Acc. Nr.	Co. Name	Code	Pouch No.		Report Number	

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MARK ☒ NOT ☑ • PRINT, DON'T WRITE

WITNESSES

Name	Sex	Age	Address	Res. Phone	Bus. Phone	Statement?

MARK ALL APPLICABLE BOXES

	1	2	3
☐ **VEHICLE CONDITION**			
Mechanical Failure of Steering			
Inadequate Brakes or Mechanical Failure			
Power Failure			
Tire Failure—Blow Out Before Collision			
Coupling or Trailer Hitch Failure			
Headlight Failure—Broken or Burnt Out			
Tail Light Failure			
Stop Light Failure			
Dimensions Too Great			
Load Fell Off, Shifted, or Projected			
Load Obstructed View			
Load Distracted Operator			
Part of Vehicle Obstructed View From Within			
Part of Vehicle Distracted Operator			
Other Vehicle Obstructions or Distractions			
Other (explain)			
☐ **ROADWAY CONDITIONS**			
Slippery Surface			
Ruts, Holes, or Lips			
Signs or Signals Obscured, Down, or Missing			
Defaced Signs or Signals			
No Passing Lines Obscured or Worn Away			
Weak or Missing Guard Rail			
Part of Surface Gave-way			
View Obstructed by Crest or Dip			
Blind Curve			
Blind Intersection			
Low Visibility Due to Fog, Rain, etc.			
Dark Pockets Between Lighted Locations			
Unlighted Obstructions			
Sun Glare			
Glare at Night From Road or Headlights			
Reflected Glare From Glass or Water			
Overhead Clearance Inadequate			
Marginal Clearance Too Narrow			
Sudden Narrowing			
Obstacles or Obstructions in Road			
Outside Distractions—Road, Scenery			
Other (explain)			
☐ **DRIVER/PEDESTRIAN CONDITIONS**			
Seeing Defects—Not Corrected			
Hearing Defects—Not Corrected			
Lacks Intelligence Applying Knowledge to Situation			
Impaired Body Coordination or Control			
Handicapped by Stature			
Handicapped by Weight			
Lack of Limbs or Their Use			
Other Infirmity or Physical Defect			
Lack of Strength			
Low Vitality, Sluggishness			
Lacks Knowledge of Vehicle			
Lacks Knowledge of Roads			
Lacks Knowledge of Laws			
Lacks Knowledge of Safety Rules, Not In Laws			
Lacks Skill to Manipulate Vehicle			
Lacks Skill to Recognize Road Situations			
Lacks Skill to Judge & Anticipate Other Traffic			
Lacks Attention Maintaining Habits			
Lacks Habits to Resist Distractions			
Impatience—Hurrying Unnecessarily			
Doing Stunts—Racing			
Showing Off—Impressing or Scaring Passengers			
Overdoing—As on Long Trips			
Slighting—Either Laziness or Carelessness			
Taking Chances—Knowingly Doing Risky Things			
Willful Violations			
Depending on Other Users			
Preoccupation—Thinking of Other Things			
Impulsive Acts—Suicidal or Homicidal			
Other Faulty Attitudes—Explain			
Under Influence of Alcohol			
Under Influence of Narcotics—Non-medicinal			
Carbon Monoxide Poisoning			
Under Medication—Prescribed or Patent Drugs			
Sudden Illness—Heart Attack, Stroke, etc.			
Fatigue, Exhaustion, etc.			
Asleep			
Other (explain)			

HIT & RUN INFO

Wanted Driver—Name | Address

Sex | Race | Age | How Dressed

Other Identifying Features

Color(s) | Year | Make | Model | License No. | State/Color(s)

Damage & Other Distinguishing Features

Did Any Conversation Take Place Between Suspect & Plaintiff? What Was Said?

Suspect Last Seen Going (Direction) | On What Road?

FOLLOW-UP INFO

Case Closed—Date | By Officer(s)

Reason

Remarks | Approved By

Report Number

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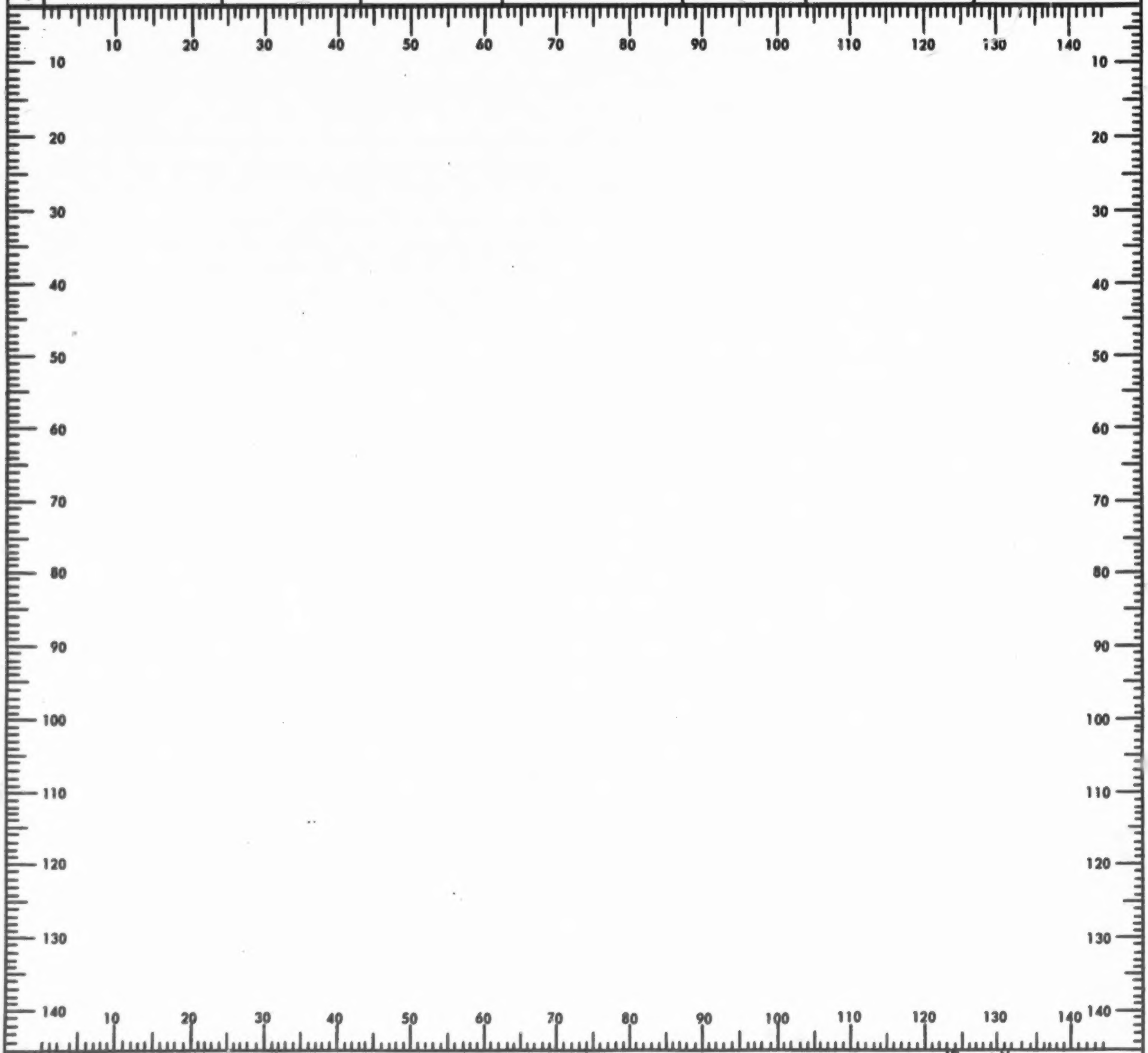
MARK ☒ NOT ☑. PRINT, DON'T WRITE

☐ Photos Taken	Taken By	Assisted By	Supervisor at Scene	Remarks
☐ Measurements				

SURFACE MARKS LEFT BY UNITS				SURFACE	UNIT 1	UNIT 2	UNIT 3
LEFT BY	UNIT 1	UNIT 2	UNIT 3	Type			
LF Tire				Width			
RF Tire				Condition			
LR Tire				Drag Factor Range			
RR Tire				Number of Lanes			
Oth. Left				Type Center Divider			
Oth. Right				View Obstruction			

Unit	Distance Danger of Collision Was First Noticed-In Feet	Estimated Speed at That Point	Estimated Speed at Time of Impact	Distance Unit Traveled After Impact-In Feet	Lawful Speed	Maximum Safe Speed Under Existing Cond.	Speed Estimates Were Determined By
1							
2							
3							



Draw diagram in reasonable proportions. Show all pertinent details. Locate all physical evidence by measurements. Show path each unit took before, during, and after the collision. Diagram can be drawn to scale by using the printed scale on this form. Scale is 1 inch = 20 ft. Show North by arrow.	Report No.

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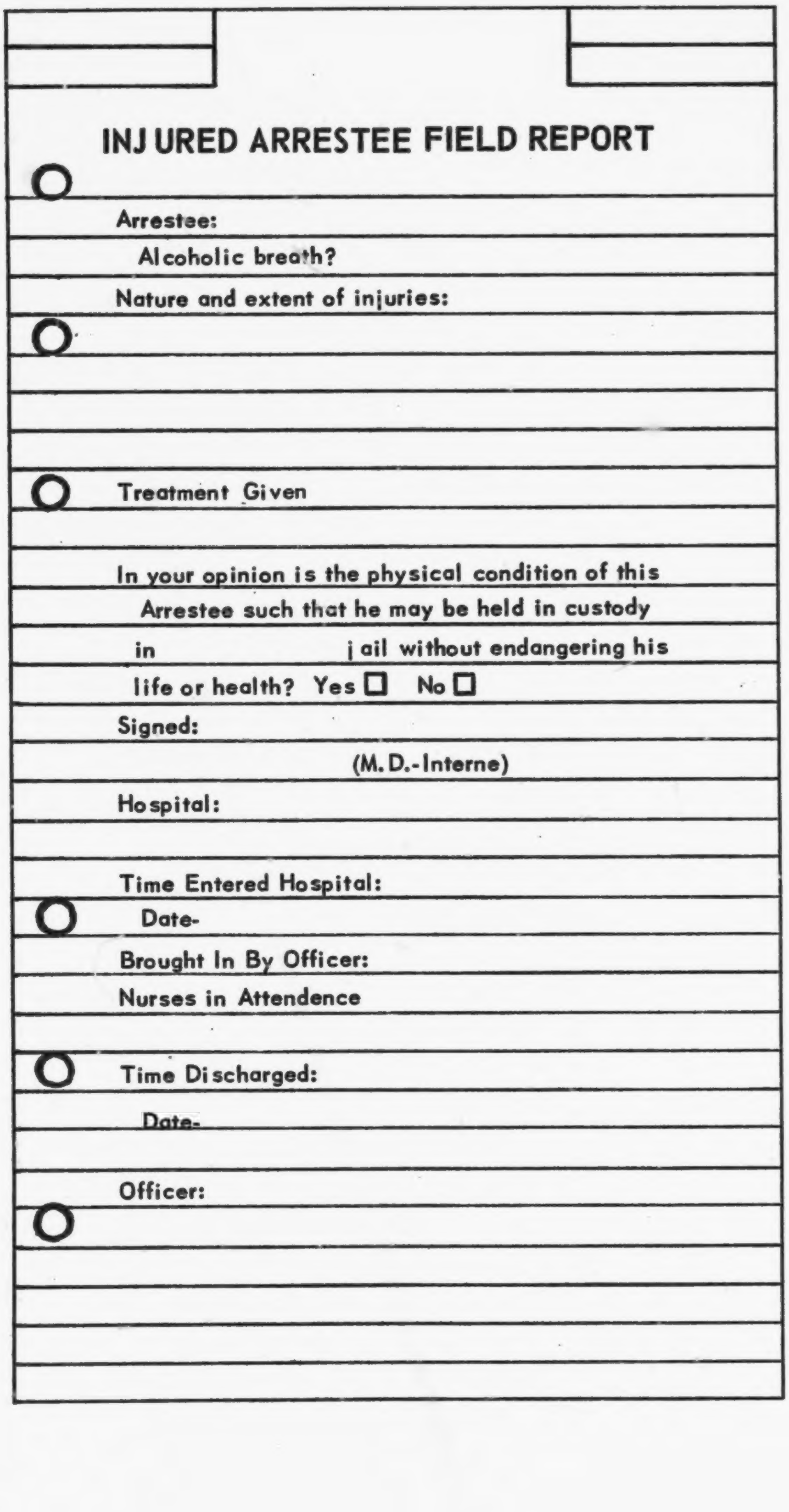
APPENDIX W



INJURED ARRESTEE FIELD REPORT

Arrestee:

Alcoholic breath?

Nature and extent of injuries:

Treatment Given

In your opinion is the physical condition of this Arrestee such that he may be held in custody in jail without endangering his life or health? Yes ☐ No ☐

Signed:

(M.D.-Interne)

Hospital:

Time Entered Hospital:

Date-

Brought In By Officer:

Nurses in Attendence

Time Discharged:

Date-

Officer:

INJURED ARRESTEE FIELD REPORT

5

C - Complainant

V - Victim

- Number

S - Suspect

W - Witness (when used alone or with #)

W - White (only when used with another letter designating sex)

♂ M - Male

♀ F - Female

N - Negro

n - north

s - south

e - east

w - west

← l - left

→ r - right

f - front

∥ - parallel to

⊥ - perpendicular

∟ - right angle

" " - stated

"—" - exact words used

↑ - up (or raise)

↓ - down (or lower)

+ - together with (intersection) plus

— - without (or removed) less

& - and

@ - at

c/a - carried away

c/t - carried to

c/u - carried up

c/d - carried down

ea - each

SAMPLE ABBREVIATION CHART

APPENDIX Y

A - Adam
B - Boy
C - Charles
D - David
E - Edward
F - Frank
G - George
H - Henry
I - Ida
J - John
K - King
L - Lincoln
M - Mary
N - Nora
O - Ocean
P - Paul
Q - Queen
R - Robert
S - Sam
T - Tom
U - Union
V - Victor
W - William
X - X-Ray
Y - Young
Z - Zebra

PHONETIC ALPHABET CHART

LAWS OF SEARCH AND SEIZURE

B. NECESSITY; SEARCH WITHOUT WARRANT

§ 8. Generally.—A search warrant is not necessary to the legality of searches in all cases.[18] Police officers acting in good faith and upon information which induces in them an honest belief that a person is in the act of violating the law may make a search and seizure without a warrant.[19] An officer may, without a search warrant, seize contraband goods which he sees.[20]

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[16] RC § 2933.31 (GC § 13430-1).

[17] RC § 2933.30 (GC § 13430-10).

[18] United States v Pierce, 124 F Supp 264, 56 O Ops 44, 70 OL Abs 140, affd 224 F2d 281.

Annotation: Search and seizure, without warrant on suspicion or information as to unlawful possession of weapons. 92 ALR 490.

—Search of automobile without warrant by officers relying on description of persons suspected of crime. 60 ALR 299.

—Right to search or seize vehicle containing contraband as affected by the fact that it was stationary at the time. 61 ALR 1002.

—Entry and search of premises for purpose of arrest without search warrant. 5 ALR 263.

[19] Houck v State, 106 OS 195, 140 NE 112; Porello v State, 121 OS 280, 168 NE 135; Walsh v State (App) 35 OLR 216, 11 OL Abs 28; Hartenstine v State, 24 ONP NS 1[illegible]; Cincinnati v Wagner, 27 ONP NS 445.

In Houck v State, supra, the court notes the similarity between the statutes authorizing an arrest without a warrant (see 5 O Jur 2d 31, ARREST §§ 19 et seq) and those relating to search and seizure.

Annotation: Accused's right to, and prosecution's privilege against, disclosure of identity of informer where issue is legality of search without warrant. 76 ALR2d 327.

[20] Podner v State, 19 O App 82, 3 OL Abs 228, m c o 20 OLR 611, dismd for want of debat q 107 OS

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Where property held illegally is not in sight of the officer, however, there must be probable cause for the search.[1] In the absence of such probable cause, the search is illegal,[2] even though it results in the discovery of contraband. An officer cannot act on a mere venture or exaggerated suspicion,[3] and after-acquired knowledge cannot legalize a search which was unlawful when made.[4] There must be such suspicious circumstances or such surrounding conditions that a reasonably prudent man would believe the person passing guilty of crime.[5] Officers without previous knowledge and without any information that would induce an honest belief that the defendant was violating the law cannot seize and search a person unless they have a search warrant and have previously arrested him.[6]

632, 141 NE 92; Dunning v Cincinnati, 21 ONP NS 468, 29 ODNP 472, affd by ct of app, m c o, m d p err sustained 18 OLR 24.

1. § 15, infra.

2. Bock v Cincinnati, 43 O App 257, 10 OL Abs 436, 183 NE 119, error dismd 124 OS 667, 181 NE 888.

The search of a person without probable cause or reasonable ground to believe that the person searched was committing a violation of law is unlawful unless the requirements of the statute, regulating the issuance of a search warrant have been complied with. State v Chick, 31 ONP NS 313, 15 OL Abs 529.

3. Cincinnati v Wagner, 27 ONP NS 445. In this case, the view is taken that the act of an officer, upon seeing a person under the influence of liquor and staggering and with the proverbial "bulge," in taking hold of his arm and feeling of the "bulge," which proves to be intoxicants, is not on probable cause.

4. Cincinnati v Fay, 27 ONP NS 520.

5. Rasey v Ciccolino, 1 O App 194, 18 OCC NS 331, 34 OCC 294. In this case, it appeared that the officers were warned that a certain fugitive was expected to get off of a train, and a police officer subsequently saw a man peaceably walking along the railroad track, but who did not answer the description of the fugitive, and there was nothing suspicious about him, and no indication that he even got off the train, and the court held that the police officer had no authority to stop him.

6. Cincinnati v Fay, 27 ONP NS 520, wherein it appeared that the officers entered a cigar store and saw the defendant talking with several men, and after he left them they seized him and searched his pockets and found a memorandum of a wager upon a horse race, without having previously placed him under arrest and without intending to place him under arrest unless they found the slip of paper, and wherein it appeared that they had no previous knowledge of the fact that he was carrying a race horse slip or any information that would induce an honest belief that the defendant was in the act of violating the law.

An officer is not entitled to search a person or premises without a search warrant unless he has information concerning a violation of law or sees the violation, and where officers arrest a person who had not violated any statute, law, or ordinance, or done anything which would give a reason to make an arrest, the arrest and search are unlawful. State v Mendel (Mun) 5 O Ops 311.

The legality of a search without a warrant must be raised in the trial court.[7]

Searches for dead bodies without a warrant, but with the same power as officers executing a warrant, are authorized by statute under certain conditions.[8]

§ 9. Search Incident to Arrest.—Often, a search warrant is used for the purpose of procuring evidence of crime only and at a time when the offender is in custody,[9] and the right, without a search warrant, to search a person after a valid arrest, is well recognized.[10] Officers who have lawfully arrested a person may remove contraband property from his person, and if police officers find a person in possession of that which constitutes a violation of law and he puts the things unlawfully possessed in his pocket, they may, upon arresting him, forcibly take such property from his possession.[11] Thus, officers who have arrested one on the charge of carrying a concealed weapon may remove a revolver from his person.[12] Likewise, a person arrested without a warrant for having in his possession horse-racing slips, may be searched and the forbidden papers seized.[13] Intoxicating liquors on the person of one lawfully arrested may be seized without a search warrant.[14] However, it seems that the search of the person of one unlawfully arrested is illegal.[15]

§ 10. Search of Vehicles and Persons in Control Thereof.—If officers see a person in or about a motor vehicle illegally possessing contraband goods, they may search him and his automobile without a search warrant.[16] An officer acting in good faith and upon information which he believes to be true may lawfully search an automobile or other vehicle without first obtaining a search warrant therefor, and having found property the possession of which is a violation of law, he is warranted in confiscating the goods and arresting the person in charge.[17] Such a search is authorized, even though the officer has no previous knowledge of such violation, provided he acts in good faith and upon such information as induces an honest belief that the person in charge of the automobile is in the act of violating the law; the search and seizure under such circumstances is not unreasonable and does not transgress Article 1, § 14 of the Ohio Constitution.[18]

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[7] Manley v State (App) 7 OL Abs 45.

[8] § 7, supra.

[9] Kovacs v State, 24 ONP NS 1.

[10] Cardinal v United States, 79 F2d 825; United States v Pierce, 124 F Supp 264, 56 O Ops 44, 70 OL Abs 140, affd 224 F2d 281.

Annotation: Right of search and seizure incident to lawful arrest, without a search warrant. 32 ALR 680, s. 51 ALR 424, 74 ALR 1387, 82 ALR 782.

—Illustrations of distinction, as regards search and seizure, between papers or other articles which merely furnish evidence of crime, and the actual instrumentalities of crime. 129 ALR 1296.

[11] Dunning v Cincinnati, 21 ONP NS 468, 29 ODNP 472, affd by ct of app, m c o, m d p err sustained 18 OLR 24; Cincinnati v Bush, 24 ONP NS 81.

[12] Walsh v State (App) 35 OLR 216, 11 OL Abs 28.

[13] 25 O Jur 2d 660, GAMBLING § 45.

[14] Phillips v State, 105 OS 541, 138 NE 54. See also Hartenstine v State, 24 ONP NS 124.

[15] State v Smith (CP) 19 O Ops 454, 33 OL Abs 272.

§ 11. Search of Buildings.—Ordinarily, a search of a building cannot be lawfully made without a warrant,[19] and this includes

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[16] Decker v State, 113 OS 512, 150 NE 74, 42 ALR 1151; United States v Hilsinger, 284 F 585, 1 OL Abs 324.

With reference to violation of federal laws relating to taxation of intoxicating liquor, it has been held that where circumstances present facts within the personal knowledge of investigating officers, sufficient to lead a reasonably discreet and prudent man to believe that liquor is illegally possessed in an automobile, a search and seizure of such automobile, although without warrant, is not unlawful. Scher v United States, 95 F2d 64, affd 305 US 251, 83 L ed 151, 59 S Ct 174.

[17] Houck v State, 106 OS 195, 140 NE 112; Porello v State, 121 OS 280, 168 NE 135; Frazier v Semoff, 21 O App 6, 4 OL Abs 701, 152 NE 780.

Where it appeared that the person whose automobile was searched without a warrant had the reputation of being a bootlegger and had attempted to conceal his identity and that of his automobile, and the officer knew of his alleged persistent violations of the law in transporting and selling liquor, and knew the license number of his automobile, and where at the time of the search he was in the act of transporting liquor for sale contrary to law—a search under such circumstances is not unreasonable and does not violate the constitutional provision. Houck v State, 16 O App 209, affd 106 OS 195, 140 NE 112.

In a case in which officers stopped a person driving a truck, thinking that he was transporting slot machines, and he was found to be transporting intoxicating liquor in violation of law, the court said that the seizure of contraband liquor was justifiable. Dworken v State (App) 29 OLR 52, 7 OL Abs 218.

[18] Houck v State, 106 OS 195, 140 NE 112.

[19] Hendershot v State, 14 O App 430; Knipp v Cincinnati, 29 ONP NS 209.

It has thus been held generally, and without referring to the existence of probable cause, that a police officer without a warrant has no authority to search a junk shop for stolen goods. Neifeld v State, 3 OCC NS 551, 23 OCC 246.

Annotation: Searches and seizures by health officers without warrant. 13 ALR2d 969.

—Premises temporarily unoccupied as dwelling within provision a closed garage in the rear of the defendant's home.[20] However, there may be circumstances under which the search of a building without a warrant is permissible. If police officers are fairly certain that a house is being used for unlawful purposes, they may enter it, by force, if necessary, and make arrests therein without first securing a search warrant.[1]

If an officer is informed that there is a disturbance at a particular residence and he goes there and is admitted and finds therein contraband property, which he confiscates, the residence ceases to be a bona fide private residence, and the fact that the officer did not have a search warrant is not fatal to the proceeding.[2] Officers lawfully in a house for a particular purpose may arrest for other crimes they see being committed and seize the evidence of crime which they see,[3] but they have no authority to search the whole house, without a warrant, for evidence of other crimes.[4]

In a number of cases decided under a former intoxicating liquor statute, the opinion was expressed that when a house had lost its character as a bona fide residence it might be searched without a warrant.[5] Prohibition officers under the former intoxicating liquor laws were held justified in entering, without a warrant, a brewery engaged, under a permit from internal revenue, in the manufacture of near beer, a taxable product, and also in searching

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forbidding unreasonable search of dwelling. 33 ALR2d 1430.

[20] Antoszewski v State (App) 5 O Ops 264, 21 OL Abs 345, 31 NE2d 881.

The constitutional guaranty is not limited to dwelling houses proper; it extends to a garage on the residence property. Antoszewski v State, supra; United States v Slusser, 270 F 818.

[1] Davis v State (App) 35 OLR 194, 10 OL Abs 550.

[2] Podner v State, 19 O App 82, 3 OL Abs 228, m c o 20 OLR 611, and dismd for want of debat q 107 OS 632, 141 NE 92.

[3] Cincinnati v Mills, 27 ONP NS 473.

[4] Cincinnati v Mills, supra.

Where an officer was lawfully in one room of a residence for the purpose of executing a warrant of arrest of a person for disorderly conduct he has no right, upon smelling the odor of beer in the house, to search other rooms thereof without a warrant. Cincinnati v Mills, supra.

Officers at a residence for the purpose of investigating a particular crime have no authority to search the residence for intoxicating liquor. Nekruta v State (App) 31 OLR 320, 8 OL Abs 11.

[5] Hornack v State, 39 O App 203, 10 OL Abs 113, 177 NE 244; Hamerick v Youngstown (App) 7 OL Abs 251; Wade v State (App) 31 OLR 104, 8 OL Abs 95; Florea v Cleveland (App) 34 OLR 484, 9 OL Abs 459; Alderman v Lakewood (App) 11 OL Abs 163.

for contraband, and in seizing any contraband they found there.[6] But premises cannot be searched without a warrant and without circumstances indicating illegal trafficking in liquor merely because at a prior date the occupant of such premises was found guilty of unlawfully possessing intoxicating liquor on such premises.[7]

§ 12. Consent to Search.—An officer may search premises without a warrant if it is done with the owner's consent[8] or if the owner assists in conducting the search.[9] The fact that a search warrant was based upon an insufficient affidavit is immaterial where the officers did not enter the building in question by reason of the search warrant, but were admitted by the occupant,[10] and a suspected person waived his constitutional rights by telling the officers to search him and his car if they so desired as he had nothing illegal in his possession.[11] But the mere failure to resist the officer does not show consent.[12] For example, the statement of the owner, when told by the officers that they were there to search his premises, to "go ahead," is not a waiver of the owner's rights, but a peaceful submission to officers of the law.[13]

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[6] United States v Hilsinger, 284 F 585, 1 OL Abs 324.

[7] Strauss v Cleveland (App) 11 OL Abs 268, wherein the court said that merely because the owner of a residence had been found guilty of unlawfully possessing intoxicating liquor in such residence did not mean that the residence had perpetually lost its bona fide character.

[8] Gilmore v State, 15 O App 432; Podner v State, 19 O App 82, 3 OL Abs 228, m c o 20 OLR 611, dismd for want of debat q 107 OS 632, 141 NE 92; Veal v State, 32 OCA 281, 45 OCC 744.

Agents and employees of the Department of Liquor Control are exempt from the provisions relative to search warrants in connection with violations of the liquor laws. Moreover, if it could be said that a liquor permittee's constitutional rights were invaded, it is such a constitutional right as could be waived, and by securing a permit and electing to operate under the Liquor Control Act, he has waived the constitutional protection, if any, of the Ohio Constitution as to the right to search his premises and seize property if found to be in violation of law. Hurless v Department of Liquor Control (App) 73 OL Abs 161, 136 NE2d 736, dismd for want of debat q 164 OS 492, 58 O Ops 331, 132 NE 2d 107, and reh den 75 OL Abs 70, 142 NE2d 667.

In Hahn v State, 38 O App 461, 176 NE 164, error dismd 123 OS 675, 177 NE 585, a prosecution for murder, where the defendant, before the jury was impaneled, moved the court to require the sheriff and prosecuting attorney to return to him certain property which they had seized at or about the time of his arrest, the property seized consisting of parts of the automobile in which it was claimed by the State that the murdered man was conveyed to a creek, and where it was shown that the automobile belonged to the defendant's father and was seized upon a search by the officers with the consent of the owner of the premises on which the automobile was found, it was held that there was no error in overruling the motion for the return of the property taken, the court stating that the defendant certainly would not have the right to demand the return to him of articles which he did not own, and which were not in his possession at the time of seizure.

[9] Carmosino v State (App) 27 OLR 623, 6 OL Abs 688 (gambling machines).

[10] Renda v State (App) 14 OL Abs 639.

Consent of one person, such as an employee, does not waive the necessity of a warrant as against another person, for example, the employer.[14] Also, even assuming that a wife in the absence of her husband may waive his constitutional immunity against search of his dwelling as granted by § 14, Article 1, of the Constitution of Ohio, such waiver cannot be said to have occurred where the testimony as to the wife's assent is conflicting, and there is a probability that any assent given was by reason of the coercive influence of an officer or officers of the law.[15]

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